

Foreword

The National Teachers' Institute, Kaduna, was established in 1976 to provide in-service education for teachers through the open and distance learning system (DLS). As stipulated in Decree No. 7 (now Act No. 7) of the then Federal Military Government of Nigeria (1978), the Institute is **“charged with the duty of providing courses of instruction leading to the development, upgrading, and certification of teachers as specified in the relevant syllabus, using Distance Education techniques”**.

After several years of running the Nigeria Certificate in Education (NCE) programmes, the Institute deems it appropriate to upgrade the academic and professional qualifications of teachers to the degree level, in order to greatly raise the quality of teaching and learning in schools. Consequently, the Institute has embarked on offering degree programmes, in affiliation with the National Open University of Nigeria (NOUN), initially in the following areas:

- (i) B.A. Ed. (English)
- (ii) B.A. Ed. (Social Studies)
- (iii) B.A. Ed. (Primary)
- (iv) B.Sc. Ed. (Mathematics)
- (v) B.Sc. Ed. (Integrated Science)
- (vi) B.Sc. Ed. (Physical & Health Education)

In order to ensure the highest quality degree, existing course materials initially developed by NOUN in four (4) programmes of English, Mathematics, Integrated Science, and Primary Education were critically and expertly reviewed, updated, and upgraded by a team of seasoned academics from various universities across the country and the NTI. For programmes not available in NOUN, fresh course materials were expertly designed, developed, and produced by a core of experts in the areas of Social Studies and Physical and Health Education (PHE) ab initio. Furthermore, in order to ensure quality delivery of the degree programmes, course facilitators with the highest academic qualifications (Ph.D, M.Ed.) in the degree course programmes have been screened and employed to deliver the programmes to mature students along open and distance education lines, using best practice methods and techniques (learner-centred, participatory, and interactive approaches). The innovative techniques involve various media, which include ICT, audio-video, CD ROMs, and the net.

In order to further enhance quality, various facilities, such as science and PHE labs/workshops, library, etc are provided at the study centres.

For you to gain maximum benefits from the course materials, you are expected to study them very carefully/critically as well as acquaint yourself with their accompanying Study Guides. Furthermore, you are expected to work through the assignments in every unit/module in order to ensure full mastery of the contents and

concepts presented in the course materials. This will help you in assessing your learning achievement as you progress towards your degree. I wish you the best.



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Published by:
National Teachers' Institute, Kaduna.
2015

ISBN:

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SSE 111: ELEMENTS OF SOCIAL STUDIES

UNIT 1 INTRODUCTION TO SOCIAL STUDIES EDUCATION**CONTENTS**

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- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Brief History of the Nigerian Social Studies
 - 3.2 Social Studies and Social Sciences
 - 3.3 Elements of Social Studies
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
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1.0 INTRODUCTION

Social Studies is an integrated course whose major emphasis is the study of man interacting and coping with problems and issues in the society. It is based upon the various social sciences and the humanities as a foundation and source of conceptual framework and methodology. It employs the system of analytical approach to the identification and the study of the problems of man in his multi-faceted environment.

You may be wondering why we need to be introducing you to social studies at this point after you must have studied it to an advanced level and have enrolled for the B.A. (Ed) Honours Social Studies or B (Ed) Honours Social Studies. The intention of this unit is just for us to cast our minds back and make a general review about what we already know about social studies. This review will lead us to discuss about those elements that make up the elements of social studies which I am quite sure you are very familiar with.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

1. identify the important elements of social studies;
2. differentiate between social studies and the other social sciences; and
3. identify general problems of social studies.

2.1 HOW TO STUDY THIS UNIT

1. Read through the unit carefully and take note of the important points.
2. Relate what you read to what you have already learnt in social studies.

3. Attempt all the activities in this unit.
4. Do the assignment at the end of the unit.
5. Check the answers to the activities and the tutor-marked assignment at the end of this book only after you have attempted answering them.
6. Always have a standard dictionary handy to check words that you do not understand.

2.0 WORD STUDY

Multifaceted – having many aspects

Integrated – united

Core – major

Value-consciousness – conscious of values

Pertinent – important

3.0 MAIN CONTENT

3.1 BRIEF HISTORY OF THE NIGERIAN SOCIAL STUDIES

Social Studies is very recent in the curriculum of schools in Nigeria. Social studies was first conceived in the United States and this idea later spread to Europe.

The Social Sciences viz Economics, Sociology, etc were well-grounded before the Second World War. It was after the Second World War that Social studies was identified as a course relevant to the understanding of man and his problems in the society. Conferences were held both in Queen's College, Oxford and in Mombasa, Kenya in 1968 where it was agreed that the teaching of history and geography should be reviewed. Many African countries such as Ghana, Sierra Leone, Kenya, Uganda including Nigeria attended the conference.

Back home in Nigeria, the first serious attempt to develop Social Studies was made at Aiyetoro Comprehensive High School, Aiyetoro in 1965. Through the assistance of the Ford Foundation and working in conjunction with the then Western Region Ministry of Education and CESAC, the Aiyetoro Project published two books. Social studies for Nigerian Secondary Schools Book 1 and 2 for use in forms 1 and 2 at the secondary level of education.

Around 1968, the former six northern states requested Ahmadu Bello University, Zaria to assist in the development of social studies into their educational system. Gradually, social studies as a concept started diffusing into various areas of Nigeria. In furthering the development of the subject, many seminars and workshops have been organized by such bodies as Nigerian Educational Research Council (NERC) and now NERDC Comparative Education Studies and Adaptation Centre (CESAC) the Social Studies Association of Nigeria (SOSAN) and a host of other bodies.

Today, Social Studies is taught in the lower, middle and upper Basic Education Level, Colleges of Education and the Universities. The future is quite bright for Social Studies in Nigeria. In fact, this programme in social studies is one of the subjects taught through the Distance Learning System (DLS) at the N.C.E. level by the

National Teachers' Institute. It is now being taught at the degree level by the NTI through the distance learning system.

3.2 SOCIAL STUDIES AND THE SOCIAL SCIENCES

Social studies is identified as a problem-approach through which man studies and learns about problems of survival in his environment. It is pertinent for you to understand that Social Studies as a single integrated discipline borrows ideas from the social science subjects such as history; geography, political science, sociology and economics. This is where social studies utilizes the approach of integration whereby facts, information and ideas from different sources are used to identify human problems and how to solve them.

Social studies does not encourage the study of man in fragmented bits. Its base is in the Gelsalt psychology whose emphasis is "the whole is greater than the sum of its parts". The social sciences are based on a structure which studies the activities of man through separate disciplines like economics, sociology, geography, history etc. It has been argued that children could not naturally understand knowledge in bits but whole. In studying a unit on a market situation, it may be necessary to examine the historical, geographical, political, economic and sociological implications of the market for better understanding of the topic. As an illustration, the topic "Market" can be effectively taught to primary school pupils by selecting materials from the social science disciplines. Instead of emphasizing one subject in favour of the others, the primary school teacher can remove disciplinary bias by effectively making use of ideas from other disciplines. In examining a topic like the market, therefore, the teacher may ask questions such as: When was the market established? Why is the market located in the centre of the community? Why is maize more costly in this market during the dry season as compared to the rainy season? Why do some people specialize in the sale of fish while others don't in this market? Why do various sellers in the market have their leaders? In answering these questions related to the market, materials are selected from various subject areas in order to effectively deal with the examination of the topic.

When was the market established? Materials from history may have to come into play here. Why is the market situated in the centre of the community? This has to do with central place through which is geography. Why is maize more costly in the dry season? Since less maize is produced in the dry season, it follows that demand will be greater than supply, hence the upsurge in price. This may be explained using materials from economics. Sociology and anthropology, which may be brought to bear on why some people specialize in the sale of fish, while others don't. For example, the Ijaws, by their location near water bodies, may specialize in fishing. Why do various sellers in the market have their leaders? This involves the element of politics. In any society, leaders are chosen to represent members when it comes to important issues. It, therefore, becomes necessary to select materials from these social science disciplines in order to clarify an issue.

A single subject cannot adequately clarify the totality of man, his problems and how he solves or copes with the problems in his environment. However, it is not on all occasions that the teacher has to delve into the various disciplines. Social studies is aimed at problem-solving, hence it is usually referred to as a problem-solving discipline.

SELF ASSESSMENT EXERCISE I

Mention any 4 ways you would differentiate social studies from the other social sciences.

3.3 ELEMENTS OF SOCIAL STUDIES

Social studies is included as one of the core subjects in both the lower, middle and upper education level schools in Nigeria. It is also taught at the NCE level and in the University up to the doctorate level.

In the Nigerian context, there are some basic ingredients that make up the essential parts of social studies. These include:

1. **Origin:** It was originated from the United States of America where social studies was first experienced in the formal educational system.
2. **Definition:** An organized, integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry (Ololobou 1989).
3. **Goals and objectives:** The goal and objective of social studies can easily be extracted from the many definitions of the subject that exist. The easily identified are:
 - i. Help learners build confidence in basic social processes.
 - ii. Develop skills that are essential in democratic living.
 - iii. Promote cognition, functional skills and desirable attitudes and actions essential for the production of an effective citizenry.
 - iv. Promote civic competence.
 - v. Help learners to develop the ability to make informed and reasoned decisions for its public good.
 - vi. Help learners to develop the ability to solve problems.
4. **Purpose:** Social studies is a tool for societal problems and is being used for various purposes in various countries of the world.
5. **Scope:** Social studies programme encourages some four broad areas which make for a balanced education that produces well rounded individuals. It seeks to produce effective citizens.
6. **Value-consciousness:** Social studies gives a lot of attention to values, value process and value clarification. The primary interest of a professional social studies educator is to get his students adjusted to value positions that are peace and development friendly.

SELF ASSESSMENT EXERCISE II

Mention any important element of Social Studies.

7. **Historical development:** Social studies in Nigeria dates back to 1958 when it was introduced in the defunct western region. It is now taught in all primary and junior secondary schools as one of the core subjects and offered in all teacher education programmes up to the doctoral level.
8. **Relationship with other social sciences:** Even though social studies has a very strong relationship with the social sciences, they differ in four major aspects:
 - i. Social studies educators place more emphasis on affective learning than the social scientists.

- ii. The social sciences are very scholarly disciplines, exploring the frontiers of knowledge. Social studies is less so.
 - iii. Social studies is more interested in contemporary issues/current affairs than the social sciences.
 - iv. Social studies is more broad-spectral in sourcing its content than any of the social sciences.
9. **Areas of specialization:** Social studies is a single unified subject with its own philosophy, content and methodology. There are different areas of specialization ranging from the graduate level to the masters and doctoral levels.
 10. **Problems:** Because it is relatively new in the Nigeria educational system, it is associated with a number of problems.
 - i. The purpose of the subject is yet to be fully understood, so some managers and administrators of education do not provide the necessary resources to make the implementation of the programme meaningful, productive and successful.
 - ii. The relative newness of the subject makes it difficult for professionals to teach towards articulated objectives because of the inadequacy of space, professionally trained teachers, relevant textbooks and other materials.
 11. **Prospects:** Social studies has huge potentials for growth. As stated earlier, it is presently taught in all lower, middle and upper Basic Education Level schools, all teacher education programmes up to Ph.D. level. So far Social Studies, the sky as its limit. As the number of social studies trainees at the tertiary level increase, and as they successfully complete their training programme, secure jobs and occupy position of power, they will be able to influence policy in ways that will be definitely favourable to social studies.

SELF ASSESSMENT III

What are the prospects of Social Studies?

4.0 SUMMARY AND CONCLUSION

In this unit, we have taken a general overview of social studies as a subject that studies man and the way he interacts and copes with problems in both his physical and social environments. We also highlighted these elements that make up the essential parts of social studies.

Social studies is included as one of the core subjects in both the primary and junior secondary schools in the Nigerian National Policy on Education. It is also taught at the National Certificate of Education (NCE) level and in the university up to doctorate level. It deals with the way man interacts with both his physical and social environments. Man's interaction with these environments is not without its problems and challenges. In order to live comfortably, man seeks solutions to these problems that continually occur in the society. To do this effectively, he has to be able to adapt to the ever-changing environment through the acquisition of relevant knowledge, attitudes, values and practical skills.

5.0 TUTOR-MARKED ASSIGNMENT

Discuss some of the problems you have come across as a Social Studies educator.

6.0 REFERENCES

- Aduwak N.A. (2007). Foundations of Social studies. In Nehemiah, A.A., Wodung, C.N., Aroster, J.B. (Eds) Social studies resource materials for Nigerian schools. Kafanchan: Victory Printing Press.
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UNIT 2 DEFINITION OF SOCIAL STUDIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Meaning of Social Studies Education
 - 3.2 The Challenges Which the Meaning of Social Studies Pose to the Teacher
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

In unit 1, the definition of Social Studies was mentioned as one of the basic ingredients that make up the elements of Social Studies. In this unit, we are going to discuss the way the subject has been defined. We will state some other people's definitions to enable us draw our own meaning of the student. As a specialist in the field of Social Studies, you should be able to have your own personal definition.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. define Social Studies from other peoples' point of view; and
2. arrive with your own definition of Social Studies.

2.1 HOW TO STUDY THIS UNIT

1. Read through the unit carefully, taking note of the definitions of social studies.
2. Attempt all the activities in the unit.
3. Do the assignment at the end of the unit.
4. Do not check the answers at the back of the book until you have attempted the questions.

2.2 WORD STUDY

Amalgamation	–	To bring together.
Reflective	–	Thought, idea or opinion
Critical	–	Crucial
Symbiotic	–	State of living together

Curriculum Perspective	–	Courses offered
Misconceive	–	To have a wrong opinion
Compartmentalization	–	To break into parts
Social Science	–	A branch of science that deals with institutions and human relationships.

3.0 MAIN CONTENT

3.1 MEANING OF SOCIAL STUDIES EDUCATION

Social studies education is a school discipline that emphasizes the functional use of knowledge, attitudes, values and practical skills and competences to improve social, economic, political, physical and other related human environments. In other words, social studies education is centred round the desire to proffer solutions to perceived and anticipated problems that arises from man’s interaction with the environment.

Social studies education has also been viewed as the integrated study of the social sciences and humanities to promote civic competence, provide coordinated and systematic study of man and his integrated environments. Social studies has been defined differently by different scholars depending on their visions of the functions and characteristics of the subject matter. These various definitions reflect the integrative nature of the subject.

1. Dubey, Onyabe, and Porkupek (1980:2) defined social studies as “the investigation of human activity. It studies man at home, at work, in politics, at play, in the village, in the nation, everywhere engaged in the busy programme of living”.
2. Ololobou (1995) defines social studies as an organized, integrated study of man and his environment both physical and social emphasizing on cognition, functional skills and desirable attitudes and action for the purpose of creating an effective citizenry.

SELF ASSESSMENT EXERCISE I

Which of these definitions appeals to you most?

The meaning of social studies usually generates a lot of argument as it does not lend itself to an easy definition. It is an area of the curriculum that is designed specifically for the study of man and how his problems are solved. It deals with how man can fit into the society by utilizing the necessary attitudes, values and skills.

3. The Mombassa Conference (1968) define it as the living of man and his interactions with his environments.
4. The National Social Studies Panel at the National Curriculum Workshop in Ibadan (1971) define it as the study of man and his interaction with his social and physical environments.
5. The African Social Studies Programme (1974) gave the meaning of social studies as “the study of man, the way he behaves and organizes in groups, his relationships to his physical and social environments and his interaction with them in the past, present and emerging future.
6. To Mezieobi, Fubara and Mezieobi (2008:2) Social Studies is an integrative field of study which probes man’s symbiotic relationships with his environments, endows man with the reflective or contemplative capacities, intellectual, affective and social work skills to enable him understand his world

and its problems and to rationally solve or cope with them for effective living in society.

SELF ASSESSMENT EXERCISE II

State two (2) reasons why scholars define social studies differently.

From all these definitions, you would have noticed that three common features are stressed. These are the individual or man himself, the relationships within the society and the environments. Social studies could, therefore, be defined as the study of man and the outcome of his relationships and interactions. This distinguishes it clearly from Geography, History, Government and Economics. It is also not an amalgamation of the social sciences. It only borrows ideas and concepts from the other social science subjects to aid understanding, analysis and reaction to situations. Social Studies uses critical and reflective thinking to solve the problem of man's survival.

SELF ASSESSMENT EXERCISE III

Define Social Studies in your own words according to your understanding of the subject.

3.2 THE CHALLENGES WHICH THE MEANING OF SOCIAL STUDIES POSES TO THE TEACHER

As earlier defined, social studies focuses on the use of critical and reflective thinking to solve the problems of man's survival. It deals with how man can fit into the society by utilizing the necessary attitudes, values and skills.

This meaning of Social Studies has implications for teacher preparation. The teacher should be adequately familiar with the available instructional materials in social studies with emphasis on the relevant approach of problem-solving and the evaluation of the attitudes, values and skills. Viewed from the angle of teacher preparation, most of the social studies teachers at the lower basic level today do not have the basic background in the teaching of the correct concepts of social studies. Many of them studied subjects entirely different from social studies and so tend to teach the subject from different perspectives. It may be necessary to organize induction courses for those category of teachers otherwise the objectives of including social studies in the lower basic school curriculum may not be achieved.

Added to the challenges above is that related to the publication of instructional materials in social studies. Quartey has found out that a good number of textbooks published for the teaching of social studies have actually misconceived the concept of Social Studies. Instead, these textbooks focused on the teaching of separate disciplines without actually making use of the problem-approach which is central to the definition of social studies. The challenge being posed is for social studies educators and publishers alike to be aware of these lapses so that new textbooks can correct this anomaly.

Social studies teachers should also be well grounded in the evaluation of social studies objectives, particularly those dealing with attitudes and values. It is a common knowledge that objectives in these domains tend to be difficult to evaluate. However, with adequate teacher preparation, availability of texts that effectively tackle the

concept of Social Studies and the organization of seminars and conferences, the problem arising from these challenges can be greatly minimized, if not totally solved.

4.0 SUMMARY AND CONCLUSION

In this unit, our discussion has focused mainly on the meaning of social studies. We have looked at the different ways different scholars have defined the subject and also the challenges that this poses to the Social Studies teacher.

5.0 TUTOR-MARKED ASSIGNMENT

Identify some challenges posed by the meaning of social studies and think of how these problems can be minimized.

6.0 REFERENCES

- Aduwak N.A. (2007). Foundations of Social Studies in Nehemiah, A.A., Wodung, C.N., Aroster, J.B. (Eds) Social studies resource materials for Nigerian schools. Kafanchan: Victory Printing Press.
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UNIT 3 AIMS AND OBJECTIVES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Aims and Objectives
 - 3.2 The Significance of Clearly Formulated Objectives
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

If you remember what you read in unit 1, aims and objectives are also ingredients in the elements of social studies. We are still exploring those elements one after the other.

Social studies is a subject that is society-based or society-related so its aims and objectives are derived from societal goals which are usually broad and communicate a long range at purposes and intentions. Just as every society has goals and objectives it desires to achieve, so also does Social Studies as a subject.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

1. state the functions of social studies objectives;
2. list the objectives of social studies; and
3. list the 3 levels of social studies objectives.

2.1 HOW TO STUDY THIS UNIT

1. Read through the unit and take note of the important points raised about aims and objectives in social studies.
2. Take time to do the activities in the lesson.
3. Make sure you do the tutor-marked assignment at the end of the unit and submit to your lecturer for marking.

2.2 WORD STUDY

Unambiguous – Quite clear terms

Extrapolate	–	To project
Expantiate	–	To write in full

3.0 MAIN CONTENT

3.1 AIMS AND OBJECTIVES

These are two terms that are related even though they differ in meaning. While aim is a broad term, objective is specific and can be measured in a classroom setting.

In Social Studies the term educational objective is a measurable statement or it can be called a performance objective which is measurable at the end of the lesson. It is precise, unambiguous and short ranged and usually has such verbs as differentiate, list, name, explain, write, select, identify, describe, state, apply, enumerate, expatiate, etc. Now let us look at what Kissock (1981:1) identified as the 3 levels of social studies objective:

- Programme goals
General statements related to the programme rationale and scope. These are meant to give direction.
- Programme objectives
Refer to the statements of student outcome in which are measurable.
- Lesson objective
Use of content and available resources to meet the unique needs and abilities of individual students.

The objective must be observable and measurable that is why they are called behavioural objectives.

SELF ASSESSMENT EXERCISE I

Highlight the three (3) levels of Social Studies objectives.

To achieve general and specific objectives, the Social Studies teacher has to consider the three domains of educational objectives, which are:

If the Social Studies teacher is to achieve general and specific objective which are:

1. **Cognitive learning:** For knowledge and information, sometimes the objectives that are drawn for cognitive learning are referred to as knowledge objectives.
2. **Affective learning:** Creativity expressed through the application of hand and heart and could be referred to as attitude objective.
3. **Psychomotor learning:** Learning through the further application of body, mind and whole self to learning which could be referred top as skill objective.

SELF ASSESSMENT EXERCISE II

Differentiate between aims and objectives.

The objectives of Nigeria as spelt out in the 2nd National Development Plan from the foundation for the nation's educational policy which are as follows:

1. The inculcation of national consciousness and national unity.

2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.
3. The training of the mind in the understanding of the world around and
4. The acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society.

Social studies objectives are also drawn from the general objectives of education and emphasize on the following:

1. The development of a strong sense of responsibility and effective citizenship.
2. To inculcate positive attitude and appropriate values, honesty, integrity and togetherness for the development of the nation.
3. To create an awareness and understanding of our physical environment and evolving social and cultural processes.

SELF ASSESSMENT EXERCISE III

What are the objectives of social studies?

3.2 THE SIGNIFICANCE OF CLEARLY FORMULATED OBJECTIVES

Objectives in Social Studies are of great significance so let us look at some of their functions which include:

1. Objectives help to define the scope of an intended educational programme. It also defines the type of behaviours to be involved, either cognitive, affective or psychomotor.
2. Social studies objectives must give balance consideration to the behavioural objective in order to achieve the broad goals of human relationships.
3. The formulation of social studies objectives helps teachers to take decision about the most effective sequence in which to present materials especially in a situation where the syllabus is overcrowded.
4. Social studies objectives also have implications for methodology and materials for instruction and evaluation. Clearly formulated objectives help to prepare valid tests and other forms of assessment.
5. Social studies objectives provide the pupils with a means to evaluate his or her progress at any point in time.

It must be recognized that social studies objectives are of a hierarchy of educational goals. They derive their focus from broader aims and give point to instructional objectives.

For all human beings aims and objectives are very crucial. If a man wakes up in the morning and has no aims and objectives the whole day becomes a waste as he continues to roam irresponsibly along the streets. The same applies to the social studies teachers who do not have aims and objectives since there will be no way or standard by which their teaching achievements can be measured.

4.0 TUTOR-MARKED ASSIGNMENT

Tabulate the verbs below according to the domains that they are frequently used;

- Identify
- Respect
- Extrapolate
- Reject
- Apply
- List
- Appreciate
- Run
- Pull
- Sympathize

COGNITIVE	AFFECTIVE	PSYCHOMOTOR

5.0 SUMMARY AND CONCLUSION

In this unit, we have discussed the aims and objectives of social studies. We also discussed Nigeria's educational policy from where the objectives of social studies were drawn. We took time to look at the importance of having clearly formulated objectives.

The Nigerian Education system aims at making Nigerian students understand their environments and their relationship with the physical, social, economic and cultural, science and technological environments. It also hopes to help the students know that all school subjects are related and that these subjects are just like branches of a tree with a common stem.

6.0 REFERENCES

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UNIT 4 THE SCOPE OF SOCIAL STUDIES

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- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Scope of Social Studies
 - 3.2 Limitations to its Implementation
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- 6.0 References

1.0 INTRODUCTION

In this unit we are going to discuss the scope of social studies. In unit 1, we mentioned it as one of the ingredients that make up the elements of social studies. The scope refers to the content or subject matter, skills, values, attitudes and beliefs that have been or can be included in the social studies programme. The broad nature of social studies enables it to cover a wider ground which is rich in concepts facts and generalizations from the social sciences. Besides, it does not only raise academically versatile individuals but also responsive and responsible citizens. This leads to the question of what a typical social studies programme should encompass.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. define what is meant by the scope social studies;
2. highlight the areas that social studies covers; and
3. discuss the restrictions to the full implementation of social studies.

2.1 HOW TO STUDY THIS UNIT

1. Read carefully through the unit, taking note of the areas that social studies encompasses.
2. Do the activities in the unit.
3. Do the assignment at the end of the unit.
4. Make sure you attempt the activities and the assignment in the unit.

2.2 WORD STUDY

Versatile – able to be used in many different ways; having a wide range of skills and abilities

Responsive	–	quick to react in the way that is needed, suitable or right for a particular situation
Encompass	–	Include
Facet	–	A small plane surface
Knowledge explosion	–	To cause a burst or diffusion of knowledge
Knowledge implosion	–	The action of bringing to knowledge.

The scope spells out what a typical social studies programme encompasses and they include these four broad areas, just like we observed in unit 1.

1. The environment, both physical and social, emphasizing on unrestricted cognition.
2. Various skills for functionally relating with the environment. These skills could be manipulative, intellectual, group, communication, study, economic etc.
3. Values, attitudes, aspirations, appreciations and actions that are conducive for peaceful co-existence and overall societal development.
4. Emergent and contemporary issues like HIV/AIDS, Ebola virus, human trafficking, terrorism, religious and ethnic clashes etc.

3.0 MAIN CONTENT

3.1 THE SCOPE OF SOCIAL STUDIES

The scope is the content coverage of the social studies syllabus, curriculum and programme. The scope of social studies is vast or broad and ordinarily limitless, but however extensive, it covers the following:

1. Its content is tailored specifically to a particular society like Nigeria. This does not rule out the fact that content can be drawn from anywhere in the universe to enrich or complement the local content.
2. The content focuses largely on the present, with an eye on what it should be in the future. It however does not ignore the past because there are experiences that could be drawn to enrich the present or future content of social studies.
3. The content of social studies is drawn from all facets of life. It is drawn from the social sciences, the humanities, and history, contemporary issues, mass media, personal or group experiences of learners, teachers, parents, resource persons and places, ideas, past activities and thoughts.
4. The social studies curriculum is quite flexible that is why it accommodates new trends or changes, problems or aspirations in the world or in a society that bears relevance to social studies teaching as classrooms must reflect the goings-on in the society. The implication of this for social studies is that its scope continues to enlarge in order to be able to accommodate the rapidity of knowledge explosion and knowledge implosion.

SELF ASSESSMENT EXERCISE I

What does a typical social studies programme encompass?

3.2 Limitations to its Implementation

In spite of the limitless scope of social studies, there are restrictions or limitations to its full implementation.

1. The specific nature of social studies makes it possible for any country to decide what the curriculum content for its country should be.
2. Curriculum content is also limited by the level of the educational strata i.e. primary schools to which the content prescription is designed for.
3. The goal emphasis differs from country to country and from one level of the educational system to the other.
4. The scope is also limited by the quality of social studies programme implementers. Social studies goals will be better achieved by qualified and committed social studies teachers than the uncommitted non qualified teachers in social studies classrooms.
5. In conducive school and work environment and poor conditions of service may also impair the classroom input of social studies.
6. Poor attitude of learners to learning and bad study habits may lead to the uncommitted attitude of teachers in teaching. There is also instability in schools as a result of incessant strikes by both teacher and student.
7. The hostile attitude of the political class and their education agencies in accepting social studies and giving it the dearest attention.
8. Paucity of instructional resources in schools.
9. Nigerian schools being in general turmoil.
10. The value confusion in school and society which make what to teach in school uncertain.

SELF ASSESSMENT EXERCISE II

Explain what you understand by the scope of social studies.

The scope spells out what a typical social studies programme encompasses and they include these four broad areas, just like we observed in unit 1.

1. The environment, both physical and social, emphasizes on unrestricted cognition.
2. Various skills for functionally relating with the environment. These skills could be manipulative, intellectual, group, communication, study, economic etc.
3. Values, attitudes, aspirations, appreciations and actions that are conducive for peaceful co-existence and overall societal development.
4. Emergent and contemporary issues like HIV/AIDS. Ebola virus, human trafficking, terrorism, religious and ethnic clashes etc.

SELF ASSESSMENT EXERCISE III

Why are there restrictions to the full implementation of social studies inspite of its limitless scope?

4.0 SUMMARY AND CONCLUSION

The scope of social studies education includes the study of contents, objectives, methods, resources, and evaluation procedures drawn from the arts and social

sciences and daily experiences. The scope also involves those common learning of man's interaction with human activities, places and things that have influence on man and his environment in order to bring about positive attitudinal, and values change.

The focus of the subject is also viewed in area of helping young and old people to develop the ability to make informed and reasoned decisions for personal and public good, as citizens of a culturally diverse and democratic society in an interdependent world. As a result, contemporary public issues and problems, curriculum resources, strategies and techniques that are required to improve man's well being constitute the scope of the discipline.

5.0 TUTOR-MARKED ASSIGNMENT

How has social studies helped you to deal with some contemporary issues?

6.0 REFERENCES

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UNIT 5 RATIONALE FOR SOCIAL STUDIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Social Studies in Nigeria from 1982 and Beyond
 - 3.2 The Reasons for Introducing Social Studies in Nigeria Schools
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

There is no human endeavour that does not have reasons to back up its existence. In this unit we will explore those reasons that made Nigeria to introduce social studies into its schools. In spite of the fact that the subject is relatively new, it has been given the pride of place as a core subject in Nigerian lower, middle and upper schools. Many Colleges of education have Social Studies as subjects, so also do the universities. You can actually study social studies up to PhD level (doctorate).

2.0 OBJECTIVES

By the end of this unit, you will be able to:

1. state the reasons for the introduction of social studies into Nigerian schools; and
2. justify the reasons for the introduction of social studies in Nigeria.

2.1 HOW TO STUDY THIS UNIT

1. Read carefully through this unit, taking note of the different uses of social studies in different countries.
2. Do the activities in the unit.
3. Do the assignment at the end of the unit.
4. Make sure you do the assignment before you check for the answers at the back of the booklet.

2.2 WORD STUDY

Techno-human	–	Technically human
Rationale	–	Underlying reason

Social Studies is a tool for solving societal problems that is why it is used for various purposes in different countries of the world. According to Kissock in Ololobou (2007), Britain uses social studies to legitimize the teaching of social sciences, particularly sociology, while preparing students for their roles in society.

- 1.1 Canada and the United States use social studies to prepare students for effective citizenship in a democratic society.
- 1.2 Sierra Leone uses social studies to improve the self image of the people after a colonial heritage.
- 1.3 Ghana used social studies for the purpose of improving the economy of the country after military rule.
- 1.4 Ethiopia used social studies to transform its political structure.
- 1.5 Nigeria uses social studies to inculcate the concepts of nationalism, unity and interdependence among a citizenry that is diverse.
- 1.6 Japan used social studies to build the foundation for a democratic society.
- 1.7 Thailand used social studies to foster individual and national development.

SELF ASSESSMENT EXERCISE I

What is the use of social studies in Nigeria?

3.0 MAIN CONTENT

3.1 Social Studies in Nigeria from 1982 and Beyond

Mezieobi, Fubara and Mezieobi (2008) identified the following as reasons for introducing social studies in Nigeria schools. First Nigeria responded positively to the curriculum reform trends in the world community, when Russia launched into space and America also realized that techno-human education enhances human progress Nigeria therefore introduced Social Studies so that human life could be improved through its instruction.

Second, Nigeria's education up to independence did not reflect the needs, problems and aspirations of the country so, social studies was welcomed as a subject that will endow individuals with the intellectual, reflective and social skills to make life worth living. Social studies also has an integrated approach to learning and was seen as being capable of cutting across artificial subject divisions that were presented by the social sciences and the humanities and present knowledge as an integral whole.

Because social studies is value laden, it provided a value re-orientation platform to inculcate socio-civic and affective competence in a society. This has helped to imbibe such negative values as poor attitude to work, disrespect to constituted authority and the absence of a sense of patriotism.

Also at the Mombassa, Kenya Conference in 1968, it was decided that all African countries should attune the integrated social studies programme to suit their peculiar needs and aspiration, so Nigeria complied. A pilot test of Social Studies was carried out at Aiyetoro, Abeokuta in Ogun State of Nigeria under the sponsorship of American Agency for International Development (USAID) and Ford Foundation the success of this pilot test encouraged the introduction of Social Studies in Nigeria schools on a national wide scale. The factors that encouraged the introduction of social studies in Nigeria schools are both internal and external to Nigeria.

SELF ASSESSMENT EXERCISE II

What encouraged the introduction of social studies in Nigeria?

3.2 The Reasons for Introducing Social Studies in Nigeria Schools

A number of factors are responsible for the introduction of Social Studies in Nigerian Schools. These factors include:

- a. Nigeria's positive response to the curriculum reform trends in the world community whereby Russia's launching into space of Sputnik on October 4, 1957 and America's realization of the techno-human education that will enhance human progress encouraged Nigeria to sue for that education via social studies that will improve human life.
- b. The identified inadequacies and irrelevance of Nigeria's education up to independence, which did not reflect Nigeria's needs, problems and aspirations, made Nigeria to look out elsewhere – social study for the education of persons who will be endowed with the intellectual, reflective and social skills to make life worth the living.
- c. Nigerians were disenchanted with the dichotomization or fragmentation of disciplines of social sciences and the humanities which, in their distinctiveness, presented a false view of the real world. Social studies with its integrated approach to learning was seen as being capable of cutting across artificial subject divisions and presenting knowledge as an integral whole.
- d. Amid the pervasiveness of a multitude of negative values, poor attitude to work, disrespect to constituted authority and absence of a sense of patriotism, the introduction of social studies-a value laden subject-was thought to provide a value re-orientation platform to inculcate socio-civic and affective competence in our people.
- e. The introduction of social studies in Nigerian schools was an implementation response of the decision of African countries at Mombasa, Kenya's Conference in 1968 to the effect that all African countries should attune its integrated social studies programme to suit its peculiar needs and aspirations.
- f. The success of the social studies pilot test at Aiyetoro, Abeokuta in Ogun State of Nigeria under the auspices or sponsorship of the USAID (American Agency for International Development) and Ford Foundation encouraged the introduction of Social Studies in Nigerian schools on a national wide scale.

SELF ASSESSMENT EXERCISE III

State reasons for the introduction of Social Studies Education in Nigeria.

4.0 SUMMARY AND CONCLUSION

In this unit, we have discovered that because social studies is a tool for solving societal problems, different countries of the world use it for various purposes. Nigeria has its own specific reasons for introducing social studies into the school curriculum and has given it a pride of place as one of the core subject in Nigeria primary and junior secondary schools.

5.0 TUTOR-MARKED ASSIGNMENT

How would you justify the introduction of social studies into Nigerian schools?

6.0 REFERENCES

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UNIT 6 THE EVOLUTION OF SOCIAL STUDIES IN NIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Social Studies in Colonial Nigeria
 - 3.2 Social Studies from 1960-1981
 - 3.3 Social Studies from 1982 and Beyond
- 4.0 Summary and Conclusion
- 5.0 References

1.0 INTRODUCTION

In this unit, we will take a look at social studies from the pre-colonial era to the present time. We will lay more emphasis the content area of the subject which has always been functional and relevant to the real life of people within their environment. We will look at the evolution of the subject in the pre-colonial era, the colonial era, from 1960-1981 and from 1982 and beyond.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

1. trace the evolution of social studies from the pre-colonial era to the present day.

2.1 HOW TO STUDY THIS UNIT

1. Read carefully through the unit.
2. Do the activities in the unit.
3. Do the assignment at the end of the unit.
4. Make sure you attempt the activities and assignments in this unit.

2.2 WORD STUDY

Myth	–	Traditional story of some historical event
Riddle(s)	–	A puzzling question
Indigenous	–	Having originated from and lived in a place before others come to live there
Canopy	–	To cover with

Social studies has been in existence in Nigeria from the pre-colonial days with goals, content, methodology and evaluation practices that met the needs of Nigerians at that time.

According to Mezieobi (1992:1993) social studies as a concept was borrowed and included in the curricula of lower basic schools but the subject had always existed in Nigeria. He highlighted the content areas of traditional social studies to include:

1. The learning of the people's local and family history, myths, oral literature, proverbs, riddles and the geography of the community and the adjoining neighbourhood.
2. Respect to elders, honesty and truthfulness, fear of the gods/goddesses, learning of family gods, goddesses and the people's in Kenya.
3. Character, values and virtues development and inculcation which traditional religion encouraged and promoted.
4. Instruction on loyalty to the community, recognition of one's rights, obedience to elders, recognition of seniority, hospitality to people, cooperation, common task, respect for others.

The emphasis here is on values or affective learning, which is a major plank of Social Studies education even today. Indigenous Social Studies was very functional and relevant to the real life of the people with people understanding their environment and its problems and at the sometime enjoying their social life and contributing to its relevance in a number of ways.

SELF ASSESSMENT EXERCISE I

State reasons why Mezieobi says Social Studies has always existed in Nigeria.

3.0 MAIN CONTENT

3.1 Social Studies in Colonial Nigeria

Social Studies in the formal school setting can be traced to the arrival of the Christian missionaries in 1842 and the consequent establishment of the first primary school at Badagry, Nigeria. The colonial curriculum at the time contained gems or aspects of Social Studies. For example, Social Studies was subsumed in manner-morals religious curriculum. Social Studies was also taught in the canopy of general knowledge, general studies and civics education. History and geography were also part of the curriculum in the colonial primary schools. These provided the 'Social Studies' content which then had a foreign outlook.

In whatever form Social Studies existed in the primary schools in the period before Nigeria's independence in 1960 and a little after, the truth is that:

1. Social studies was culture bound and was relevant to the needs and aspirations of Nigerians;
2. Those Nigerians who were exposed to that colonial Social Studies were Nigerians by birth, physically in Nigeria, but Britons by intellect and behaviour. They were equipped with knowledge of the British environments but knew little, if anything, about the Nigerian environment.
3. The beneficiaries of the colonial Social Studies curriculum viewed knowledge from their separateness or compartmentalization as discrete subjects, stuck to

their artificial subject boundaries which made it impossible for them to view their world from a wholistic frame or as a whole.

As you would agree, that Social Studies content that was not Nigerian sensitive or had relevance in Nigeria could not be said to be real Social Studies.

SELF ASSESSMENT EXERCISE II

Describe social studies in pre-colonial Nigeria.

3.2 Social Studies from 1960-1981

The period between 1960 and 1981 was a landmark in the educational revolution in Nigeria. It was an era of critical re-appraisal of the entire educational system and its curricula. The criticisms that challenged the irrelevance of all the school curricula, including colonial Social Studies, led to the first muting of the introduction of Social Studies as a discrete subject and its acceptance by the 1969 National Curriculum Conference of 8-12 September. After due considerations of what Nigeria stands to gain from Social Studies, it adopted social studies as a discrete subject for Nigerian schools.

3.3 Social Studies from 1982 and Beyond

Irrespective of the fact that Social Studies was introduced in some schools in the then Western region of Nigeria in 1963 beginning with the Aiyetoro experiment, it was not until September 13, 1982 that formal Social Studies, as a discrete subject, was introduced in Nigerian schools on a national scale. Since then, Social Studies has enjoyed a place of pride, as a core curriculum, in the lower, middle and upper school.

The factors that provided the driving force for the introduction of Social Studies as a discrete school subject include:

- a. The irrelevance of the colonial 'Social Studies' curriculum to the Nigerian environment.
- b. A re-awakened interest and appreciation of the functionality of Social Studies perhaps in traditional Nigeria or its importance in Great Britain and America.
- c. The wave of curricula reforms geared towards educational irrelevance in Europe and the United States of America which were aped by Nigerians for the reform of their educational curricula and practices.
- d. The determination of Africa including Nigeria to keep the decision agreed on at the 19-30 August, 1968 Mombasa, Kenya Continental Conference to the effect that Africa's educational endeavours should be made functional and sensitive to the real life experiences and needs of the people.

Even though in 1963 social studies was introduced in some schools in the western region of Nigeria, it was introduced nationwide only on September 13 1982 and since then it has been one of the core subjects in lower, middle and upper basic schools.

Certain developments in the country between 1968-1980 have helped in the elevation of the subject.

1. The formation of Social Studies Association of Nigeria (SOSAN) in January 1969 at the Cooperative College, Eleyele, Ibadan.

2. The Federal Government selected social studies as one of the subjects for the Universal Primary education (UBE) in 1976.
3. Social studies was included in the National Policy of Education document as one of the core subjects in lower, middle and upper basic schools.

SELF ASSESSMENT EXERCISE III

What are some of the developments that have helped to promote social studies in Nigeria?

It is not only taught in lower, middle and upper basic schools but it is also officered in all teacher education programmes up to the doctorate (Ph.D) level.

4.0 SUMMARY AND CONCLUSION

Social studies has always existed in Nigeria with goals, content, methodology and evaluative practices that met the needs of Nigerians at that time. It was however adopted as a subject only in 1969 after the National Curriculum Conference and gained nation wide acceptance in 1982. It is recognized as one of the core subjects in Nigerian primary and junior secondary schools and also offered in all teacher education programmes up to the doctorate (Ph.D) level.

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UNIT 7 THE CONCEPT OF INTEGRATION IN SOCIAL STUDIES EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Components of the Integrated Social Studies Curriculum Design
 - 3.2 Characteristic features of the Integrated Approach
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

When we talk of integration, it is concerned with the way in which parts make up a whole which implies the bringing together of many parts to make a complete whole. What this means is that where any integral part of that whole is removed, its completeness is destroyed. The idea is that different parts exist and function together as one unit. Social studies can be described as an integration of many subjects of the social sciences, arts and science. As an integrated discipline, it integrates some relevant concepts from the social sciences, natural sciences, applied sciences and the humanities but still maintains a relationship with a broader knowledge base.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

1. define integration;
2. identify different approaches to the study of social studies; and
3. discuss the advantages of the integrated approach to the study of social studies.

2.1 HOW TO STUDY THIS UNIT

1. Read through the unit carefully, taking note of the different approaches to the study of social studies.
2. Do the activities in the unit.
3. Do the activities and assignments at the end of the unit.

2.2 WORD STUDY

- Integrate – to unite
- Interdisciplinary – involving two or more disciplines.

- Multidisciplinary – involving many disciplines.
- Subsume – to include something in a larger group and caused it to lose its own individual character

3.0 MAIN CONTENT

3.1 Components of the Integrated Social Studies Curriculum Design

The components of the integrated Social Studies include the following:

- I. Objectives (hopes, goals and aspirations).
- II. Contents / learning experiences.
- III. Methods (strategies and techniques)
- IV. Resources (human, materials and places)
- V. Evaluation (formative and summative).

Various Forms of Integration in the Social Studies Programme

The nature and description of social studies vary from one place to another. This variation could best be seen as a line with two ends. At one end, it is described by being identified with history and geography as both the core and sometimes the only subjects that are subsumed under social studies. At the other end, it is economics, sociology and psychology. These two descriptions place the status of social studies as separate academic subjects.

A	B	C	D
Separate	Inter-disciplinary	Multi-disciplinary	Integrated subject

At the end of the line lies social studies as an integrated subject but in between lie other views that are described as interdisciplinary and multidisciplinary respectively. At the beginning of the line is the separate subject approach which refers to the teaching of the social science subjects, with history and geography sometimes dominating the field. Even though the term Social Studies may be used to encompass the field, the actual curriculum usually consists of separate subjects that are closely related to the parent academic disciplines. The usual explanation is that these social science subjects share a common content of the study of man since each of them focuses on man engaging in a variety of activities for the purpose of meeting the basic needs of man. Because man is the common denominator people refer to these subjects as Social Studies. They prefer to use social studies to reflect the fact that not all findings and bodies of knowledge of the social sciences are contained in Social Studies.

Even in the school time table where Social Studies is taught as separate subjects, different lesson, different times, different teachers and sometimes different rooms are used for teaching each aspect. The different areas of knowledge are neither neatly woven together nor integrated. Even though these are clear differences in the nature, content and methodology of each subject, they are still referred to as Social Studies because of their basic origin in man.

Another approach to the study of Social Studies is the interdisciplinary approach which is not associated with any single subject. Instead, it deliberately links two or more separate subject areas; for example political economy (political science linked with economics), political geography (political science linked with geography), social psychology (sociology linked with psychology). The teaching of these new knowledge areas is regarded as social studies using the integrated approach.

Then there is the multidisciplinary approach which is different from the interdisciplinary approach because it does not produce a new knowledge area. In this approach effort is made to take advantage of contents and methods of inquiry from many disciplines which are brought together and used in a way that is considered functional by the designer. This is quite close to the integrated approach except that central issues are not properly identified and focused.

SELF ASSESSMENT EXERCISE I

How would you differentiate between the interdisciplinary and the multidisciplinary approach to the study of Social studies?

3.2 Characteristic features of the Integrated Approach

1. In the integrated approach, social studies is presented with one or more societal problems or issues. The word problem usually indicates a challenge which requires study and investigation for a solution. It also requires considerable thought and skills for its proper solution or decision making. Social Studies is a subject that calls for critical thinking to be able to solve man's social problems. The problems must be identified and defined to be solved.
2. In using the integrated approach to solve issues, the student is not limited to history, geography or economics but could explore many other social and behavioural sciences. He can use more than one academic discipline. Answers to problems are scattered all over, consequently they have to be drawn from data collected from many disciplinary sources.
3. In this approach the student is expected to explore some form of inquiry to solve problems, preferably a rational and analytical approach, but possibly an intuitive or imaginative leap to an unforeseen conclusion. Various forms of inquiry techniques are fundamental to this integrated approach. They are techniques of gathering of information and arriving at some conclusions by examining the information collected. The hallmark of integration is the fact that at the end, the sources of information can no longer be identified with their origin.
4. Both the ways students define issues and the way they resolve them are sensibly tied to the kind of values or system in which they live. Therefore integration is value-oriented. What constitutes a problem in community A may not necessarily be a problem in community B. The solution to a problem in community A may not be appropriate for solving the same problem in community B.

SELF ASSESSMENT EXERCISE II

What makes the integrated approach different?

Advantages of the Integrated Approach

1. Social Studies has a useful value to the individual student and to the society by focusing on the identified problem areas of the society.
2. It makes children to think for and by themselves and to arrive at a deeper understanding of what the information they have been given really means.
3. It avoids those arbitrary distinctions that divide academic disciplines in schools, colleges and universities which have little significance to students in lower, middle, and upper basic levels.
4. Because social problems and issues have many dimensions they are rarely the property of any single academic subject or discipline.
5. It enables students to understand the complexity of social problems.
6. It prepares youths broadly for adult citizenship roles in the society.
7. It provides general education that is required better than courses featuring the specialized knowledge that is associated with the individual social science field.
8. It encourages greater flexibility, imagination and creativity on the part of the teacher. This becomes more significant when viewed from the point that until recently, many of the Social Studies teachers are trained in more than one academic discipline.

SELF ASSESSMENT EXERCISE III

What are the advantages of the integrated approach to the study of social studies?

4.0 SUMMARY AND CONCLUSION

The integrative approach is basically the problem solving approach. It is problem detecting, problem perceiving, problem formulating and problem solving. This approach calls on the Social Studies teacher to have a mastery of the use of questions and to always insist on seeing evidence in students conclusions, while also always appreciating their level of thinking. The entire race today is besieged with multiplicity of challenges that cut across the social, economic, cultural, physical and political fabrics of nations. These challenges that are ravaging human societies demand an enhanced integrated approach in confronting them, if positive and sustained results are to be achieved. This unit therefore discussed the concept of integration in social studies and the advantages of integration in social studies.

5.0 TUTOR-MARKED ASSIGNMENT

Discuss the characteristics of the integrated approach.

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UNIT 8 THE GROWTH OF SOCIAL STUDIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 The Emergence of Social Studies in Nigeria Schools
 - 3.2 Brief History of the Nigerian Social Studies
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

Imagine giving birth to a child and the child remains at the stage of infancy without growing. Or you plant a seed which germinates quite alright but does not grow. I am sure you will begin to think of so many reasons that could cause this lack of growth. When we give birth to children we are delighted to watch them grow into useful adult members of the society. Likewise when we sow seeds, we expect to harvest what we have planted. In this unit we are going to discuss the growth of Social Studies in Nigeria. If you remember what we discussed in unit 6 you will observe that there is a link between the two units. When we talk about the evolution of social studies, we are in essence talking about the growth of the subject since the evolution is actually the entry or starting point.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. identify the factors that led to the introduction of social studies in the Nigerian school curriculum; and
2. trace the growth of social studies in Nigeria since its adoption in the school curriculum.

2.1 HOW TO STUDY THIS UNIT

1. Read unit 6 once more.
2. Read carefully through this unit, taking note of the growth of social studies since it was adopted into the Nigerian school curriculum.
3. Do the activities in the unit.
4. Do the assignment at the end of the unit.
5. Make sure you attempt the activities and assignments in this unit.

2.2 WORD STUDY

Discrete – Distinct

Adoption – Accept formally

3.0 THE EMERGENCE OF SOCIAL STUDIES IN NIGERIA SCHOOLS

Social Studies was first established at Aiyetoro Comprehensive High School. After many individual schools started to adopt social studies into their primary school curriculum and by the middle of 1970 some secondary schools started to offer social studies for the first two years.

At the first National Curriculum Conference in 1965, Social Studies was recommended for a nationwide adoption and in 1977, the National Policy on Education gave the first recognition to the subject as one of the core courses at both the primary and junior secondary school levels. In September 1982, Social Studies as a discrete subjects was introduced in Nigeria schools on a national scale and in all grade II teachers colleges. Social Studies has since then enjoyed a place of pride as a core curriculum in the lower, middle and upper basic schools. In almost all the colleges of education social studies is offered as single and double major courses. The NTI has also established the NCE long distance learning and is now into degree awarding programmes which you will be beneficiaries.

SELF ASSESSMENT EXERCISE I

When was Social Studies first established?

GROWTH OF SOCIAL STUDIES

Social Studies is growing in leaps and bounds with areas of specializations emerging at graduate level i.e. for master's and doctorate (PhD) studies. Such areas among others include:

1. Curriculum studies
2. Sexuality and family life education
3. Population education
4. Citizenship education
5. Development studies
6. Peace education
7. Values education
8. Socialization and personality development
9. Child rights /abuse
10. Common wealth studies
11. Human rights
12. Environmental education

The factors that provided the driving force for the introduction of social studies as a discrete school subject include:

- a. The irrelevance of the colonial Social Studies curriculum to the Nigeria environment.

- b. The re-awakened interest and appreciation of the functionality of Social Studies perhaps in traditional Nigeria or its importance in Great Britain and America.
- c. The wave of curricula reforms geared towards educational relevance in Europe and the United States of America which were aped by Nigerians for the reform of their educational curricula and practices.
- d. The determination of Africa including Nigeria to keep the decision agreed on at the 19-30 August, 1968 Mombassa, Kenya Continental Conference to the effect that Africa's educational endeavours should be made functional and sensitive to the real life experiences and needs of the people.

SELF ASSESSMENT EXERCISE II

Highlight the factors that led to the introduction of social studies.

3.2 BRIEF HISTORY OF THE NIGERIAN SOCIAL STUDIES

Social studies is very recent in the curriculum of schools in Nigeria. Social studies was first conceived in the United States and this idea later spread to Europe.

The social sciences viz Economics, Sociology etc were well-grounded before the Second World War. It was after the Second World War that Social Studies was identified as a course that is relevant to the understanding of man and his problems in the society. Conferences were held both in Queen's College, Oxford and in Mombasa, Kenya in 1968 where it was agreed that the teaching of history and geography should be reviewed. Many African countries such as Ghana, Sierra Leone, Kenya, Uganda including Nigeria attended the conference.

Back home in Nigeria, the first serious attempt to develop social studies was made at Aiyetoro Comprehensive High School, Aiyetoro in 1965. Through the assistance of the Ford Foundation and working in conjunction with the then Western Region Ministry of Education and CESAC, the Aiyetoro Project published two books. Social studies for Nigerian Secondary Schools Book 1 and 2 for use in forms 1 and 2 at the secondary level of education.

around 1968, the former six northern states requested Ahmadu Bello University, Zaria to assist in the development of Social Studies into their educational system. Gradually, Social Studies as a concept started diffusing into various areas of Nigeria. In furthering the development of the subject, many seminars and workshops have been organized by such bodies as Nigerian Educational Research Council (NERC) and now NERDC Comparative Education Studies and Adaptation Centre (CESAC) the Social Studies Association of Nigeria (SOSAN) and a host of other bodies.

Today, Social Studies is taught in the lower, middle and upper basic schools, Colleges of Education and the Universities. The future is quite bright for Social Studies in Nigeria. In fact, this programme in social studies is one of the subjects taught through the Distance Learning System (D.L.S.) at the N.C.E. level by the National Teachers' Institute. It is now being taught at the degree level by the NTI through the distance learning system.

Social Studies in Colonial Nigeria

During the colonial period social studies was taught in the canopy of general knowledge, general studies and civic education, geography and history. The contents

were all foreign and could in no way meet the needs and aspirations of Nigerians so there was no way it could be real Social Studies.

Social Studies from 1960-1981

In 1969 after the National Curriculum Conference, social studies was adopted as a subject for Nigeria schools after due consideration of what the country stands to gain from the subject.

Social Studies from 1982 and Beyond

Even though in 1963 Social Studies was introduced in some schools in the western region of Nigeria, it was introduced nationwide only on September 13 1982 and since then it has been one of the core subjects in lower, middle and upper basic levels of education.

SELF ASSESSMENT EXERCISE III

Compare Social Studies in the pre-colonial era with the present happenings in the subject.

4.0 SUMMARY AND CONCLUSION

In this unit, we have successfully traced the growth of social studies from its adoption into the school curriculum it has grown in leaps and bounds to the extent of being accorded the position as one of the core subjects in both the lower, middle and upper basic schools. It is taught at the NCE level as single and double major courses. It is taught in the universities up to Ph.D. level. There are currently many professors of social studies. These are all good indicators of good growth.

5.0 TUTOR-MARKED ASSIGNMENT

Discuss the prospects of Social Studies.

6.0 REFERENCES

NTI (2000) Nigeria Certificate in education. (NCE/DCS) Primary education studies

Mezieobi, K.A; Fubara, V.R and Mezieobi, S.A (2008) Social Studies in Nigeria: Teachings Methods, Instructional Materials and Resources. Owerri: Acadapeak Publishers.

NTI (2007) Nigeria Certificate in education (NCE) course book on social studies Year 1.

UNIT 9 RECENT TRENDS IN THE DEVELOPMENT OF SOCIAL STUDIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Teaching Social Studies
 - 3.2 Social Changes and Social Studies Curriculum
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

In this unit, our discussion will focus on recent or current trend in the development of Social Studies. We have mentioned times without number; the exalted position that social studies has been given in the school curriculum. What should immediately come to your mind is social studies as a core subject in both the lower, middle, and upper basic education levels. You are right but you could even go a step further and think of it not only offered at the NCE but to graduate level and even up to Ph.D. level. The methods also used in the teaching of social studies are learner-centred and not teacher-centred whereby the learner is stimulated, directed, guided and encouraged in the search for knowledge.

In this unit we will discuss recent trends in the development of social studies. Over the years social studies has been given an important place in the school curriculum with the 6-3-3-4 system of education that was established in Nigeria since 1982, social studies is one of the core subjects in the lower, middle, and upper basic education levels

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. state reasons for including social studies as one of the core subjects in lower, middle, and upper basic education level; and
2. explain learner-centred teaching in Social Studies.

2.1 HOW TO STUDY THIS UNIT

1. Read through the unit carefully, taking note of the important points.
2. Do the activities in the unit.

3. Do the assignment and check the back of the booklet for answers.

2.2 WORD STUDY

Trend	–	General direction.
Envisage	–	To view or regard in a general way.

SELF ASSESSMENT EXERCISE I

Explain 6-3-3-4 system of education

In spite of the fact that Social Studies is one of the latest subjects, it has come to be one of the core subjects for obvious reasons.

1. It is envisaged that only a very small proportion of children will succeed in getting into the university or other higher institutions. Majority of them may end their formal education at the lower and upper school. For this reason, it is necessary for the schools to provide them with the basic educational needs to prepare them for a gainful and successful life. The objectives of social studies are worth being repeated here, which are that the child should:
 - a. Develop the ability to adapt to his changing environment;
 - b. Inculcate national consciousness and national unity;
 - c. Become a good citizen capable of and willing to contribute to the development of the society and
 - d. Inculcate the right type of values and attitudes.

SELF ASSESSMENT EXERCISE II

What are the objectives of social studies?

1. By implication it is expected that by the time the child graduates from either lower or upper school, he is able to adapt himself to any situations that pose challenges to him. He should be able to live in peace with his fellow human beings irrespective of religion and ethnic background. He should be able to think and be able to differentiate between good and bad. What this means is that the child is able to identify societal problems and tries to solve them through critical and reflective thinking. With this objective whether he/she finishes only lower or upper basic school, he or she would find a place of work. Either the job is self-employed or paid labour he or she is required to possess a positive value and attitude for the success of not only himself or herself but of the entire society. Most of the problems of society today can be attributed to the failure of our children to acquire the right type of values and attitudes towards work, respect for labour and dignity in service. Besides work, respect for them does not have enough social skills and intellect to help contribute to the development of the society. All these are the expected values which social studies will bring to bear on our children throughout their experiences in the schools.
2. Besides, the few years children spend in the lower and upper basic school will not afford them enough opportunity of acquiring these kinds of social skills, values and attitudes if they were to study single subjects like economics, history,

geography, government, political science or sociology. But through the interdisciplinary and integrated approach in Social Studies, children are better disposed and equipped with the right skills and values for functional life in the society.

3. It is not however claimed that Social Studies should be the only subject to be studied but it is most beneficial if it is related properly to the other subjects like the sciences, technology, mathematics and the other social sciences. Whether the child proceeds to senior secondary, college of education, university or not, social studies provides the basic social skills and values for the successful living of our children as well as adults in the society into which they are born.

SELF ASSESSMENT EXERCISE III

Explain why Social Studies is a core subject in lower, middle, and upper basic levels in Nigerian schools.

3.0 MAIN CONTENT

3.1 TEACHING SOCIAL STUDIES

The methods teachers employ in teaching social studies is also very important. The subject when properly understood and taught by our teachers in the school will be of great benefit to all learners. The teachers have moved away from the teacher-centred learning approach to the child or learner-centred approach, where the learner is not treated as an empty vessel but is credited with knowledge, skills and attitudes which only require development through guidance, encouragement, and motivation. In this setting the teacher is more of a facilitator than one who imparts knowledge. He is more like the football coach who does not play matches for the players but provides the necessary environment for them to play; offers correction and provides feedback, when necessary. The teacher provides the learners with basic knowledge, values and skills but allows them to go through the process of constructing knowledge. The learners are thereby allowed, with some degree of freedom, to initiate and complete learning with minimal teacher interference. The teacher supports the children through prompts, hints, suggestions and performing only those tasks that the learners cannot execute. The teacher should gradually withdraw support as the performance of the learners increases. Learners are given the opportunity to articulate knowledge and the skills they gain while executing the learning task. In order to ensure that the learners are active and in control of the learning task, more than 90% of the activities in the learning task must be planned and executed by the learners. When the learners are encouraged to compare their work with that of others, they are excited and enthusiastic about trying out their newly acquired knowledge and skills in tasks. In Social Studies teaching involves stimulating, guiding, directing and encouraging of learning. Anything short of this is not teaching as far as the nature and objective of the subject are concerned.

3.2 SOCIAL CHANGES AND SOCIAL STUDIES CURRICULUM

Less than two hundred and half years ago some major inventions in technology in the use of power and energy were made in Britain. These were the invention of steam engine and the discovery of how to make steel. These major inventions led to the establishment of factories and industries which manufactured goods at both larger

quantities and at cheaper prices. These chains of events were described as the industrial revolution.

You can imagine, for example a craft like a blacksmith who fashions each knife separately. He suddenly discovers that over 1000 of such knives could be made by assembling factors. Instead of working alone, he engages labour of other craftsman to manufacture the knives. This would lead to cheaper prices and the search for wider markets.

4.0 SUMMARY AND CONCLUSION

The role of social studies for effective and functional citizenship can never be over emphasized. It is recognized as a core subject in the lower, middle and upper basic schools so that even at that level individuals will be able to acquire such skills that will enable them to be self reliant and independent, while contributing to the development of the nation.

5.0 TUTOR-MARKED ASSIGNMENT

Select any topic and state how you would teach it to your students.

6.0 REFERENCES

NTI (2007) Nigerian Certificate in Education (NCE) Social Studies Year 1.

NTI (2000) Nigeria Certificate in Education (NCE/DLS), Primary Education Studies.

Ololobou, Y.P.S (2007) Social Studies for Social Engineering. Pankshin: Academic Trust Fund.

UNIT 10 CONSOLIDATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study This Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Definition of Social Studies
 - 3.2 Evolution and Growth of Social Studies
 - 3.3 Recent Trends in the Development of Social Studies
- 4.0 Summary and Conclusion
- 5.0 Tutor-Marked Assignment
- 6.0 References

1.0 INTRODUCTION

The whole of this module is concerned with the elements of social studies. It is fundamental because as a teacher you need to be quite conversant with the definition of social studies, its aims and objectives as well as the scope of social studies. You have also learnt about the place of social studies in the school curriculum and the advantages of the integrated approach in social studies in unit 6 and 8 you learnt about the evolution and growth of social studies in Nigeria and in unit 9 you learnt about recent trends in the subject.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

1. define social studies;
2. state the aims and objectives of social studies;
3. define the scope of social studies;
4. identify the place of social studies in the school curriculum; and
5. trace the growth of social studies in Nigeria.

2.1 HOW TO STUDY THIS UNIT

1. Make sure you read over all your corrected assignments and activities from unit 1-9.
2. Take note of particular aspects of the elements of social studies within the units which you have not properly understood for proper attention.

3. Many of the activities will require you to make consultation to the references given at the end of the unit. Make sure you consult the mentioned references and any relevant ones you can lay your hands on.

3.0 MAIN CONTENT

3.1 DEFINITION OF SOCIAL STUDIES

You will recall that from different definitions given by different scholars based on their understanding and mission of the subject we were able to draw our own definition of social studies. It is an integrative field of study which studies man and his relationship with his environments, endows him with the reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society. We discussed this in the first two units.

OBJECTIVES

These are two terms that are related even though they differ in meaning. While aim is a broad term, objective is specific and can be measured in a classroom setting.

In Social Studies the term educational objective is a measurable statement or it can be called a performance objective which is measurable at the end of the lesson. It is precise, unambiguous and short ranged and usually has such verbs as differentiate, list, name, explain, write, select, identify, describe, state, apply, enumerate, expantiate etc. Now let us look at what Kissock (1981:1) identified as the three levels of social studies objective:

- Programme goals
General statements related to the programme rationale and scope. These are meant to give direction.
- Programme objectives
Refer to the statements of student outcome in which are measurable.
- Lesson objective
Use of content and available resources to meet the unique needs and abilities of individual students.

The objective must be observable and measurable that is why they are called behavioural objectives.

SELF ASSESSMENT EXERCISE I

Highlight the three levels of Social Studies objectives.

The Scope and Rationale for Social Studies

You will recall that in unit 4 we said that even though the scope of social studies is limitless because of its broad nature, there are limitations to its implementations due to certain factors that are embedded in the Nigerian nation.

In unit 5 we also mentioned the fact that social studies was introduced late into the Nigerian school curriculum. But that notwithstanding, it has been offered a pride of

place as one of the core subjects in primary and junior secondary schools. It is offered and the NCE and graduate levels up to Ph.D. level. This is all because of the benefits the nation stands to gain from social studies as a subject that produces effective responsive and responsible citizens.

SELF ASSESSMENT EXERCISE II

What is the justification for introducing social studies into the school curriculum?

3.2 EVOLUTION AND GROWTH OF SOCIAL STUDIES

You will recall that in unit 6 we said that social studies is not actually new in Nigeria, only the concept that was recently borrowed. We however traced the history of social studies from the pre-colonial era to the present dispensation. In unit 8 we discussed the growth of Social Studies in Nigeria.

TUTOR-MARKED ASSIGNMENT

Compare the contents indigenous social studies with the present day content of social studies.

3.3 RECENT TRENDS IN THE DEVELOPMENT OF SOCIAL STUDIES

This formed our area of discussion in unit 9. Social Studies is recognized as a core subject in the lower, middle and upper basic schools in Nigeria. It is offered as single and double major course of study at the NCE level. At the graduate level it goes up to the PhD level and now we even have professors of Social Studies. To crown it all the teacher of Social Studies is not teacher-centred but completely learner-centred.

4.0 SUMMARY AND CONCLUSION

This unit has summarized all that we have discussed from unit 1 to 9 of this module. I believe that you have attempted all the activities and the assignment are now ready to move to the next module.

5.0 TUTOR-MARKED ASSIGNMENT

Trace the development of social studies in Nigeria from the pre-colonial era.

6.0 REFERENCES

All the references used in Unit 1 to 9.