

# **MODULE 1: FOUNDATIONS OF SOCIAL STUDIES**

## **UNIT 1: MEANING OF SOCIAL STUDIES**

### **INTRODUCTION**

Social Studies is an innovation in the curriculum of schools in Nigeria. Its introduction into schools in Nigeria dates back to the early 1960s. Like any other innovations, its acceptance by Nigerian educators and students alike has been rough. Not many people have been trained to teach the subject. Secondly, instructional materials in the discipline are scanty. Furthermore, the definition of Social Studies is said to be unclear. Its focus on very careful observation and critical thinking is not understood by many people. When Social Studies was introduced it was seen as a subject that would eventually displace History and the social sciences. If Social Studies is actually different from History and other social sciences, what exactly is Social Studies supposed to do for the citizens.

### **OBJECTIVES**

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

1. define Social Studies in your own words;
2. explain the scope of Social Studies; and
3. appreciate the introduction of Social Studies in the schools.

### **HOW TO STUDY THIS UNIT**

1. Read through the unit. Note the important ideas as you read.
2. Attempt all activities and assignments in the unit.
3. If you follow the guidelines, you will greatly benefit from this unit.

### **WORD STUDY**

Ingenuity: wisdom, skill at inventing something and thinking of new ideas.

### **DEFINITION AND SCOPE OF SOCIAL STUDIES**

There are numerous definitions of Social Studies which have developed through the years. For example, Bozimo (2002) sees Social Studies as a specialized area of study that deals with the study of man and his environment and how the two interact with each other. The environment comprises social, political, physical, cultural and technological aspects of man. Social Studies, therefore, is a course of study that man in his wisdom uses to solve the numerous problems confronting him in his day-to-day activities. It teaches learners the ability to think, observe, calculate and manipulate things around them and also to ask questions intelligently.

### **ACTIVITY I**

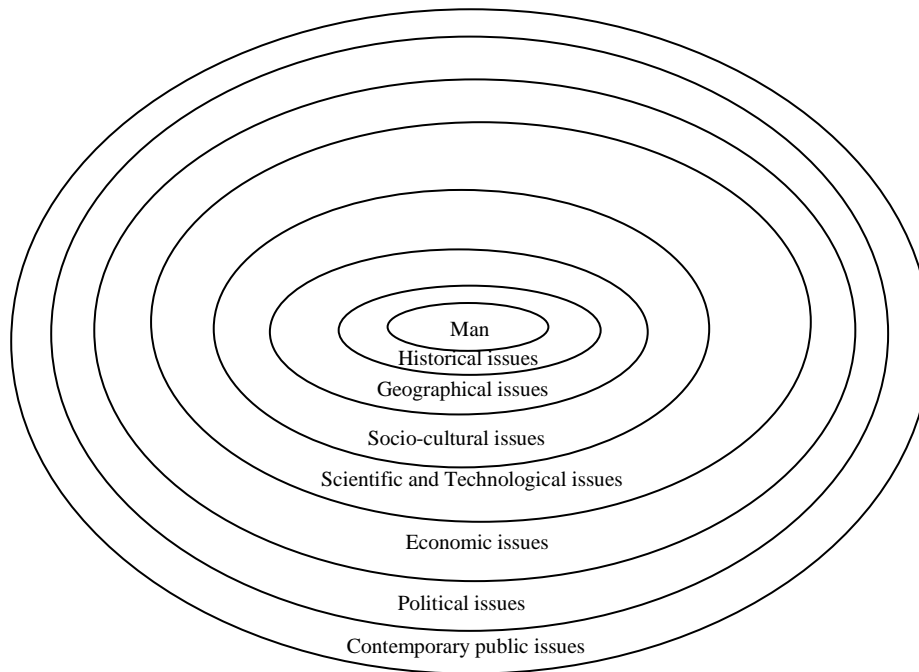
Define Social Studies briefly in your own words.

### **SCOPE OF SOCIAL STUDIES**

The scope of Social Studies is very wide and has a lot of educative activities. It centres on how man manipulates and is manipulated by various environments in which he finds himself. Social Studies includes knowledge, skills, concepts, attributes and values drawn from history, geography, economics, and psychology just to mention a few. Social Studies is not only a child of the social sciences, but it also draws many ideas from the natural sciences and humanities. That is, it is interdisciplinary in nature, since it has to study man as fully as possible.

The scope of Social Studies is the level, coverage, quantity and quality of available facts and ideas (content) which varies, depending on the level that one wants to consider. Its content is arranged in a spiral form or expanding horizon. Man is in the centre of all, and all environmental factors are arranged around him.

Fig 1: A Spiral or Expanding Horizontal Pattern



### **ASSIGNMENT**

State some contemporary issues that can be studied in Social Studies.

### **SUMMARY**

In this unit, you have been exposed to the definition of Social Studies as a subject that studies man and his environment. It also described the scope of Social Studies to include man, environment, geographical issues, socio-cultural issues, scientific and technological issues, economic, political and contemporary issues. You should be familiar with all of these aspects of Social Studies.

### **REFERENCE**

NTI (2000). Course Book (1<sup>st</sup> edition) on Social Studies. Kaduna: NTI.

## **UNIT 2: PHILOSOPHICAL BACKGROUND OF SOCIAL STUDIES**

### **INTRODUCTION**

A national policy on education is government's way of achieving that part of its national objectives that can be achieved using education as a tool. No policy on education can be formulated without first identifying the overall philosophy and objectives of the nation. Social Studies is one of the ways of achieving good understanding of the various peoples which make up a nation, their values, the environment and its resources. It is, therefore, a very important subject in any national policy on education.

### **OBJECTIVES**

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

1. state any five national objectives; and
2. identify some values to be inculcated in the school through Social Studies.

### **HOW TO STUDY THIS UNIT**

4. Read through the unit. Note the important ideas as you read.
5. Attempt all activities and assignments in the unit.
6. Have a notebook to put down the major points of the unit.

### **WORD STUDY**

Egalitarian: belief that everyone is equal and should have equal rights.

Dynamic: full of energy and new ideas and always changing.

### **THE MAIN NATIONAL OBJECTIVES**

The five main national objectives of Nigeria as stated in the second national development plan are:

- a. A free and democratic society;
- b. A just and egalitarian society;
- c. A united, strong and self-reliant nation;
- d. A great and dynamic economy; and
- e. A land full of bright and full opportunities for all citizens.

National values to be inculcated in schools are:

1. Respect for the worth and dignity of the individual.
2. Faith in man's ability to make rational decisions.
3. Moral and spiritual values in interpersonal and human relations.
4. Shared responsibilities for the common good of the society.
5. Respect for the dignity of labour.
6. Promotion of the emotional, physical and psychological health of all children.

Social Studies was introduced on a national basis as part of the general trend for curriculum innovation as agreed on in the 1969 curriculum conference. This was developed into part of the National Policy on Education, which provided the basic philosophy of Nigeria education. The main motives behind these changes were:

- a. The need to make education more relevant to the needs of individuals.
- b. The need to use education for national integration as an attempt to heal the wounds of the Civil War (1967-1971).

In addition to these, there was the general feeling that the contents and methods of the traditionally taught subjects like geography and history, among other subjects were somehow foreign and out of

step with the needs of the dynamic modern society. Social Studies is an aspect of the big plan to make education fit the needs of the society.

### **ACTIVITY I**

Discuss fully the national objectives of Nigeria as stated in the second National Development Plan.

### **ASSIGNMENT**

Show how Social Studies derived its philosophy from the National Policy on Education.

### **SUMMARY**

This unit was concerned with the philosophical basis of Social Studies as developed in the National Policy on Education.. These include the need to make education more relevant to the needs of individuals, society, and the country. Social Studies is one of the ways of achieving good understanding of the various peoples which make up a nation, their values, the environment and resources.

### **REFERENCES**

NTI (2000). Course Book on Social Studies. Kaduna: NTI.

## **UNIT 3: SOCIAL STUDIES AS AN INTEGRATED SUBJECT**

### **INTRODUCTION**

In Nigeria today, Social Studies has come to be seen as a study which emphasises the process of identifying and solving the problems of survival. You should note that survival is not just having the ability to live, it also includes the ability to maintain an orderly decent and progressive life. Social Studies takes different forms in different places. In Nigeria, the new emphasis is to teach the subject as an integrated discipline bringing in different subjects. This unit will help you to understand the various approaches in the integration. You will also learn the main features of integration. The subject will also help you to practise the most effective approach in your classroom activities.

### **OBJECTIVES**

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

1. state the various subjects integrated in Social Studies;
2. distinguish the characteristics of Social Studies as separate discipline and Social Studies as an integrated discipline;
3. give at least two reasons each for rejecting Social Studies as a separate or an interdisciplinary subject;
4. state the values and advantages of the integrated approach to Social Studies;
5. appreciate the nature of the primary school Social Studies curriculum as an integrated discipline.

### **HOW TO STUDY THIS UNIT**

As you read along this unit, it is necessary for you to:

1. examine the various definitions of Social Studies you have learnt in the previous units;
2. note that Social Studies is a linking, dynamic studies;
3. get the meaning of the key words and concepts;
4. study the entire unit sequentially;
5. obey all the instructions and attempt all activities;
6. look at the most up-to-date Social Studies curriculum by the Nigeria Educational Research and Development Council (NERDC); and
7. Check the answers to the activities at the end of this booklet.

### **WORD STUDY**

Subsume: include an example under a rule in a class

Encompass: surround, envelop, comprise

### **FORMS OF INTEGRATION IN THE SOCIAL STUDIES PROGRAMME**

Social Studies varies in nature and description from one place to another. At one end, some would describe it by identifying history and geography as the core and sometimes the only subject subsumed under studies. To others, it is economics, sociology and psychology.

The separate subject approach refers to the teaching of the social science subject with sometimes history and geography dominating. Although the term Social Studies may be used to encompass the field, the actual curriculum usually consists of separate subjects related closely to parent academic disciplines. The explanation is that these social science subjects share a common content of the study of man. Each of them focuses on man, engaging in a variety of activities or purposes of meeting his basic needs. Man, being the common denominator, makes people refer to these

subjects as Social Studies. And as you may like to ask – what is the reason for giving another name, instead of social sciences? They prefer to use the name Social Studies to reflect the fact that not all of the findings and bodies of knowledge of social sciences are contained in Social Studies

In the school time-table, Social Studies is taught as multiple subjects in different lessons at different times with different teachers and sometimes in different rooms for the teaching of each aspect. The different areas of knowledge are neither neatly woven together nor integrated. Clear differences are seen in the nature, content and methodology of each subject. Yet, they are referred to as Social Studies because of their basic origin in man.

The arguments for this kind of approach are that:

1. Separate school subjects based on academic disciplines are much easier to define and to delimit.
2. Such subjects are inclined to be vigorous and intellectually demanding.
3. Students find it easier to learn material presented in separate subjects. What they learn will be more useful to them as they continue their education.
4. It is easier to maintain academic integrity when Social Studies course is based upon a solid foundation of a given subject.

You will notice that this type of approach concentrates mainly on the cognitive side of the knowledge and further search for knowledge sake. There is hardly anything for affective and skill areas of education. You should note that knowledge alone does not produce responsible citizen. Generally, the contents of the social sciences are value-free. This means that they are not concerned with value judgments. Therefore, this type of approach is seen as a less useful form of integration.

### **ACTIVITY I**

1. Why are the social science subjects referred to as Social Studies under the separate academic approach?
2. Mention any two advantages of a separate subject approach to the teaching of Social Studies?
3. Why is the separate subject approach rejected for the teaching of Social Studies?
- 4.

### **ADVANTAGES OF AN INTEGRATED APPROACH**

First, Social Studies as an integrated discipline focuses on identified problem areas. It makes children think for themselves and to arrive at a deeper understanding of what the information they have been given really means. The approach emphasises the process of problem study, rather than on mere acquisition of factual knowledge. Facts are examined, evaluated and learnt because they contribute to an understanding of knowledge. They are functional. The pupils see the utility and sequence of each step.

Secondly, an integrated approach to Social Studies avoids the arbitrary distinctions that divide academic disciplines in schools, colleges and universities. These distinctions have little significance to pupils and students in primary and secondary schools. The approach brings into the learning situation a type of reality that can compare favourably with the natural process of knowledge acquisition. Knowledge, especially of man, his society and environment comes, not in separate fragments but unique and integral whole which the child gradually becomes conscious of, depending upon his scope and maturity. Children and youth learn more of their social behaviours from the formal theatres of education, especially outside the regular course or classroom learning environments.

Thirdly, because social problems and issues have many dimensions, they are rarely the property of any single academic subject or discipline. An integrated approach enables pupils to understand the complexity of social problems.

Fourthly, the purpose of Social Studies should be to prepare youths broadly for adult citizenship role in the society. An integrated approach provides general education that is better than courses featuring the specialized knowledge associated with the individual social science field.

Fifthly, an integrated approach to Social Studies encourages greater flexibility, imagination and creativity on the part of the teacher and pupils. Until recently, many Social Studies teachers were trained in more than one subject area.

### **ACTIVITY II**

1. Mention any two advantages of an integrated approach to Social Studies.
2. Based on the integrated approach, how would you effectively teach Social Studies in your class?

### **ASSIGNMENT**

1. Compare the integrated approach to the separate subject approach in Social Studies.
2. Describe the characteristics of the integrated approach.

### **SUMMARY**

Social Studies as separate academic discipline refers to the teaching of history, geography and economics in an integrated way. It is about the social problems of the society. Those who believe in this form of Social Studies suggest that all these subjects are deeply concerned with the study of man. They argue that this form of Social Studies is easier to define and easier for pupils to learn. Some say this leaves out the emotional aspect of education which is also important.

The integrated approach is basically the problem-solving one. It is problem-detecting, problem-perceiving, problem-formulating, problem-solving and common understanding which could make learners more useful to their society. It enables pupils to understand the complexity of social problems and provides a form of general education. This approach calls on the primary school Social Studies teacher to have a mastery of the use of questions and the ability to direct them at children's level of thinking.

### **REFERENCES**

- NTI (2000). **Course Book on Social Studies**. Kaduna:  
Omotosho, A.I. (2006). **Foundation of Social Studies**. Oro: Achiever Venture Publishers Nigeria.

## **UNIT 4: RELATIONSHIP BETWEEN SOCIAL STUDIES AND OTHER SOCIAL SCIENCES**

### **INTRODUCTION**

Social Studies as an integrated subject field appears to many as unrelated fragments of history, geography and civics. In the primary, junior secondary and teacher training colleges, it is called Social Studies. In higher education, such studies are known as social sciences, where separate subjects are treated integratively, e.g. political science, sociology, anthropology and history. Social Studies is related to these social sciences because it borrows ideas and concepts from them to solve problems pertaining to society. In so doing, the subject compartments are not stressed.

### **OBJECTIVES**

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

1. briefly describe the history of Social Studies in Nigeria;
2. distinguish between Social Studies and social sciences; and
3. appreciate the connections between the social sciences and Social Studies.

### **HOW TO STUDY THIS UNIT**

1. It is advisable that you read Units 1-2 again. Then read this unit carefully and attempt the activities and assignments.
2. Check the answers to the activities at the end of this book.

### **WORD STUDY**

Social science: Geography, history, sociology, economics.

Social Studies: An integrated curriculum which utilises knowledge from the social sciences for learning and solving societal problems.

### **BRIEF HISTORY OF THE NIGERIAN SOCIAL STUDIES**

Social Studies is very recent in the school curriculum. It was first conceived in the United States, and this idea later spread to Europe. Social Studies was identified after the second World War as a course relevant to the understanding of societal problems. Conferences were held everywhere and in Mombasa, Kenya in 1968 where it was agreed that the teaching of history and geography should be reviewed. The first serious attempt to develop Social Studies in Nigeria was made at the Aiyetoro Comprehensive High School in 1965, through the assistance of the Ford Foundation working in conjunction with the then Western Region Ministry of Education and CESAC.

About 1968, the former six northern states requested Ahmadu Bello University Zaria to assist in the development of Social Studies into their education system. Many seminars and workshops have been organized by such bodies as Nigerian Educational Research Council (NERC now NERDC), Comparative Education Studies and Adaptation Centre (CESAC), the Social Studies Association of Nigeria (SOSAN) and a host of others. Today, Social Studies is taught in schools, Colleges of Education, and the Universities.

### **ACTIVITY I**

Briefly describe the introduction of Social Studies in Nigeria.

### **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.

A single subject cannot adequately clarify the totality of man, his problems and how he solves or copes with the problems in his environment. Social Studies is aimed at problem-solving, hence, it is usually referred to as a problem-solving discipline. It involves the idea of critical thinking where pupils are able to distinguish between facts and propaganda. The idea of reflective inquiry which is emphasized in the National Policy on Education also has a base in Social Studies. Through the learning of Social Studies, pupils are exposed to the rudiments of generating hypothesis, gathering data, analysing and interpreting data and making conclusion and generalizations.

### **ACTIVITY II**

1. Can you briefly explain the differences between Social Studies and the social sciences?
2. Get at least two resource persons in Social Studies, find out from them their notions of the differences between Social Studies and the social sciences.

### **ASSIGNMENT**

Find out the role of NERDC and SOSAN in the development of Social Studies in Nigeria.

### **SUMMARY**

Social Studies as a new curriculum was introduced in Nigeria from the United States of America. Its development in the Nigerian secondary schools can be traced to the Aiyetoro Comprehensive High School. Its development in all facets of the educational system of Nigeria has been encouraging. Today, it is regarded as a course that makes efforts to find solutions to man's problems of survival.

Social Studies borrows ideas from the social science disciplines such as geography, economics, and a host of others. It believed in "wholeness" instead of fragmented bits. Hence, there is a relationship between Social Studies and the social sciences. As a unit, Social Studies cuts across the artificial boundaries of the social sciences.

### **REFERENCES**

NTI (2000). Course Book on Social Studies. Kaduna: NTI.

## **UNIT 5: AIMS AND OBJECTIVES OF SOCIAL STUDIES**

### **INTRODUCTION**

In our daily activities, it is necessary to have goals and objectives. In this unit, the goal is the same as aim. A goal is a broad term; while an objective, although similar to goal, is subject of a goal which is measurable in a classroom situation. An attempt will be made later to distinguish between the two particularly in the classroom setting. Generally, it is better for any human being to have his goals and objectives. A man who wakes up in the morning and has no aims and objectives may continue to wander irresponsibly along the streets. By the same token, Social Studies teachers should have their responsibilities, since there will be no way by which their teaching achievements can be measured.

### **OBJECTIVES**

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

1. differentiate between goals and objectives;
2. list at least four sources of goals; and
3. explain the three domains of instructional objectives.

### **HOW TO STUDY THIS UNIT**

1. Think of a country where the inhabitants have no plans.
2. Relate the situation in (1) above to a classroom situation where the teacher does not plan what to teach, how to teach it, and in fact has no note of lesson.
3. Relate the situation (2) above to a classroom situation where the teacher plans what to teach, how to teach it, how to evaluate what he has taught and also writes his note of lesson regularly.
4. Check the answers to the activities at the end of this booklet.

### **WORD STUDY**

Goal: Long-term intention of educational or any programme.

Objectives: The outcome of instruction or result of predetermined action in measurable terms against set expectations.

### **DIFFERENCES BETWEEN AIMS AND OBJECTIVES**

For teaching to be successful, the teacher and pupils must have goals and objectives. Some people may define Social Studies as a course devoted to the promotion of citizenship education and reflective inquiry. They may further add that it has the responsibility for preparing youths for roles as active participant in their various communities. This educational goal or aim is very broad, a long-range purpose which is indefinite in terms of achievement.

For example, the goals of Social Studies at the primary school level as found in the national curriculum 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 types of values and attitude.

In Social Studies, the term objective is a measurable statement or a performance objective which is measurable at the end of the lesson. The objectives are precise, unambiguous and short-ranged. Such instructional objectives usually have verbs such as *differentiate, list, name, explain, write,*

*select, choose, identify, describe, state, apply*, etc. As an illustration, the objectives below are instructional objectives:

- a. By the end of this lesson, you should be able to name at least ten state capitals in Nigeria.
- b. By the end of this unit, you should be able to give four reasons for the spread of Islam in northern states of Nigeria.

### **ACTIVITY I**

Categorize the statements below into aims and objectives.

1. The teaching of citizenship is to help develop certain characteristics in a student to enable him become a mature and worthwhile citizen in a democratic Nigerian society.
2. By the end of the lesson, pupils will be able to distinguish statements expressing descriptive beliefs, explanatory beliefs, predictive beliefs and normative beliefs.

### **CLASSIFICATION OF SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES**

Instructional objectives in Social Studies can be classified into three domains. These are the cognitive, affective and psychomotor domains. The learning of factual content of any subject involves instruction of the cognitive domain. The cognitive objectives enable both teachers and students explore facts and information about a problem or concern under examination. It makes the teacher and the learners ask questions starting with *what, where, how, why?* Examples of this domain of instructional objectives are given below:

1. Pupils will be able to list at least ten state capitals in Nigeria.
2. Pupils will be able to name at least four heads of state after independence.
3. Pupils will be able to explain why the cattle Fulani migrate to Southern Nigeria during the dry season.

The affective domain encourages such verbs as *appreciate, admire, respect, and sympathize*. The affective domain in Social Studies aims at inculcating in pupils certain indispensable virtues which will help them have the right attitude to life. Such vital virtues like *tolerance, courage, self-discipline, appreciation, respect, patriotism, endurance, obedience, kindness and industry* are within the realm of the affective domain. The psychomotor domain enables pupils to acquire skills of doing things or of manipulation. For example, lifting weight, drawing objects or driving a car falls within the realm of psychomotor domain.

### **NCE SOCIAL STUDIES PROGRAMME OBJECTIVES**

- a. To ensure the idea of making students develop into national decision makers, since decision making is the most important factor in citizenship training within plural set-up like Nigeria.
- b. Develop the human relation skills and attitudes necessary to communicate with others.
- c. To develop a good understanding of the meaning, nature and scope of Social Studies.
- d. To prepare students to be well functioning citizens within the national and global society.
- e. To acquire knowledge about the relationship of various groups and their physical, social, economic, and political environment in such a way that it will be possible to understand some of the effects of these relationships. These will make them make judgments about the consequences of these relationships.
- f. Express awareness of the relative strength of oneself and the different groups in Nigeria with which one identifies, recognizes the banners of full development, and suggest ways of maximising one's effectiveness.

### **ACTIVITY II**

Explain the differences inherent in the three domains of educational objectives.

## **ASSIGNMENT**

What is the importance of goals and objectives in Social Studies?

## **SUMMARY**

Social Studies has its intention; the long-range broad intention is the goal, while the precise, measurable and unambiguous intention is the objective. Sources of goal include the society, government, the professional bodies, parents and researchers. Objectives are classified into cognitive, affective and psychomotor domains.

## **REFERENCES**

Nigerian Educational Research and Development Council (NERDC) (2007). **9-Year Basic Education Curriculum: Social Studies for Primary 1-3 and 4-6**. Abuja: Universal Basic Education Commission (UBEC).

NTI (2000). Course Book on Social Studies. Kaduna: NTI.

Utulu, R. E. (2007). **Patterns of Curriculum Organization: in the Curriculum and the Teacher: Theory and Practice**. Makurdi: Selfers Publishers

## **UNIT 6: RELATIONSHIP BETWEEN SOCIAL STUDIES, POPULATION AND FAMILY LIFE**

### **INTRODUCTION**

The population of any defined area varies in terms of age, marital status, the size and composition of families and household, economic activities, nationality, language and religion. These structures and characteristics of population vary spatially from one area to another. Social Studies develops interest in studying these aspects as they contribute remarkably to explaining variations in the cultural landscape as well as the pattern of development.

### **OBJECTIVES**

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

1. define population and population education;
2. explain what family life is; and
3. briefly narrate population and family life.

### **WORD STUDY**

Population: Number of people in a particular area.

Family: The basic unit of a society. Father, mother and children make up a family.

### **CONCEPT OF POPULATION EDUCATION**

Population education as a relatively recent innovation has been defined in various ways by different people and experts. While it is defined by some as statements of what to do, others define it by listing its content. Others still, see their definitions as the acceptance of small family size, or targeted non-directive behavioural outcomes such as rational and responsible attitude towards population related issues. A few definitions will suffice to provide the conceptual framework of knowing that population education is an educational programme (formal and non-formal). Population education is designed to create awareness and understanding of population issues directly related to the social, economic and cultural development of the individual, the family and the nation. This knowledge is expected to facilitate informed decision-making on population matters. The Nigeria population education programme has been defined by NERDC as an educational process which provides for an articulated and practical study of the population situation in the family, the community, the nation and the world with the aim of developing in the individuals a more, rational attitude and responsible behaviour towards improving the quality of their life now and in the future (Yisa 1988; in Ashinze 1998).

From the above definitions, we can infer that, like Social Studies' objectives, a population education programme is designed to make learners understand the inter relationship between population change - situation, development, and aspects of the quality of human life. Its ultimate goal is to make learners contribute to the improvement of the quality of human life now and in some future time. Population education is concerned with the interaction between the individual and the family, the community and the world with a time horizon for both the present and the future. These concepts are the focus of Social Studies education.

### **SOCIAL STUDIES AND POPULATION**

Social Studies deals with man and everything that surrounds him. Therefore, human population is very much related to Social Studies. In Social Studies, human population is studied to give an awareness of man's development and survival problems. The study of human population covers a broad area of both the natural and social sciences. A review of the literature dealing with human

population matters and a survey of the discipline and scholars producing the literature, indicate that demography is the central discipline related to the study of human population. As a result of this, an overview of the nature of demography obviously indicate to us the main issues involved in the study of human population.

## **POPULATION EDUCATION AND SOCIAL STUDIES**

Early demographers suggested that population issues be included in the Social Studies curriculum of secondary schools in the United States of America. The reason for this, according to Adedoyin (2000), was because Social Studies is seen as the relationship existing between human beings and their world. He stressed further that the United States National Council for Social Studies explained that the primary purpose of Social Studies is to help young people develop as good citizens of culturally diverse, democratic society in an interdependent world. Thus, Social Studies education should produce individuals who can solve personal problems and contribute meaningfully towards addressing problems at all levels. The teaching of Social Studies in Nigeria is to ensure the acquisition of the relevant body of knowledge and information which are essential for personal development and the making of a positive contribution to the betterment of the society.

### **ACTIVITY I**

Advance reasons why population issues were included in the post-primary schools in United States of America.

## **POPULATION AND FAMILY LIFE**

The population of a place depends largely on the resources of that area before it can comfortably survive. At no given time must the population go beyond the available resources. If this happens, disaster sets in. The family is centrally involved in population growth. It is responsible for reproduction and the basic unit of social life. Socialization, reproduction and economic functions all make up the family life. A good knowledge of these ideas will greatly help to sustain the family and produce high quality standard of living.

### **ACTIVITY II**

1. What is the responsibility of the family to the nation?
2. State the various ideas that make up the family system.

## **ASSIGNMENT**

In your own words, briefly give the definition of these concepts – Social Studies, Population Education and Family Life.

## **SUMMARY**

Social Studies focuses on man and his environment. Its programme concerns preparing pupils to be good citizens, to live a comfortable life and be able to make the best rational decision concerning all issues. Anybody who wants to live comfortably must be very familiar with his environment. He has to be knowledgeable about all that is present in his vicinity. For example, the resources, the type of soil available, type of crops, and whether they can thrive well as to support the family system, etc.

## **REFERENCES**

- Atteh, S., Atteh, F., & Adoke, I. (2012). **Readings in Social Studies Education for Tertiary Institutions in Nigeria**. Zamfara: Kaura Namoda Educational Associates.
- Omotosho, A.I. (2006). **Foundation of Social Studies**. Oro: Achiever Ventures.

## **UNIT 7: THE ESSENTIALS OF NIGERIAN PRIMARY SCHOOL SOCIAL STUDIES**

### **INTRODUCTION**

A school teacher in one school once received a letter from the parents of one of his pupils. The content of the letter was as follows:

My Dear Teacher,

My son keeps complaining to me about your insisting that he must remain in your Social Studies class, whereas I have made this boy to realize that I would want him to become a medical doctor and to study the subjects directly relevant to this field. Since I do not think Social Studies as a subject has anything to do with the medical profession, I would suggest that you exempt him from the class or you let me know if you feel otherwise.

Thank you.

You should not be surprised to receive this letter anytime. If you do, your task is to let the pupils' parents know why their children must remain in your class. To reply to the above letter, our emphasis would be on the essentials or importance of Social Studies for the Nigerian child. This is what this unit is all about. However, before we begin to tell people why we do what, it is necessary to let them know what we do in a Social Studies' class.

### **OBJECTIVES**

By the end of this unit, you should be able to do the following.

1. define Social Studies;
2. state the nature of Social Studies;
3. state at least three objectives of Social Studies in Nigerian Primary Schools; and
4. discuss the justifications for the Nigerian Primary School Social Studies.

### **HOW TO STUDY THIS UNIT**

1. Cast your mind on the previous definitions of Social Studies which you have come across.
2. Try to relate the definitions offered here to others and life situations.
3. Attempt to relate the justifications for Nigerian Primary School Social Studies to actual life setting.
4. Try to suggest other justifications.
5. Master the word study and go through this unit steadily.
6. Attempt all the activities and assignment.
7. Check answers to the activities and assignment at the end of this book.

### **WORD STUDY**

VALUES:	Those things considered worthwhile in the society
SOCIALISATION:	The process of teaching individuals the values of the society
INDOCTRINATION:	The imposition of ideas or values on someone or no society.

### **MEANING OF SOCIAL STUDIES**

One of the controversies in the field of Social Studies is the lack of consensus on its meaning or conceptualization, thus, people have defined it differently. To take a few of the available definitions, Social Studies, in the views of Adaralegbe, may be seen as the study of man in his environment. It is the study of how man influences and is influenced

At the senior classes, it should strengthen these socializing and humanizing responsibilities as well as help children to develop certain basic concepts, understandings and values of living in society.

The emphasis on socializing and humanizing in the first objective is informed by the realization that though early-children socialization is primarily the responsibility of the home, the growing complexity of the Nigeria society nowadays makes the home inadequate for this role. For example, most parents spend only a few hours with their children daily because of economic pursuit. The inculcation of desirable societal values is, therefore, seen as part of the role of the school. Of all the subjects, Social Studies stands out most appropriate for this role. Parents need to appreciate this part of the school's programme which helps to make up for their inadequacies.

In the second place, the child needs to be helped to develop certain skills and competencies through the learning of ideas, concepts, principles and generalizations for the purpose of solving problems and survival. These include developing skills in reasoning, analysis and making good decisions. There are no parents who want a child to develop the ability to live independent and self-reliant life that will kick against their child offering Social Studies.

### **ACTIVITY I**

1. What is the focus of Social Studies objectives in the junior primary school?
2. What is the focus of Social Studies objectives in the senior primary schools in Nigeria?

### **OTHER OBJECTIVES OF PRIMARY SOCIAL STUDIES IN NIGERIA**

Based on the two objectives identified in the foregoing passage, NERC has outlined further, what the society should expect from the Nigeria primary school Social Studies. According to it, Social Studies should:

- (a) create an awareness and understanding of the evolving social and physical environment;
- (b) develop in the child a capacity to learn and acquire certain basic skills, for example listening, speaking, reading, and writing, as well as calculation, observation, analysis, and inference which are essential to the forming of sound judgment;
- (c) ensure the acquisition of knowledge for contribution to the betterment of mankind;
- (d) develop a sympathetic appreciation of the diversity and interdependence of mankind;
- (e) develop a positive attitude to citizenship and a desire to make a positive contribution to the creation of a united Nigeria.

By these objectives, the Nigerian child is expected to become patriotic and useful to himself in enjoyable adult-life. It is these goals that make the subject essential in the primary school curriculum.

### **ACTIVITY II**

1. State any three objectives of Social Studies in Nigerian primary school.
2. What makes Social Studies an indispensable subject in schools?

### **THE ESSENCE OF PRIMARY SOCIAL STUDIES IN SOLVING PROBLEM OF NIGERIAN SOCIETY**

Understanding the objectives of Nigerian primary school Social Studies helps one to appreciate how the subject can be used to solve some of the numerous social problems which afflict the Nigerian society; these include the following:

#### **Promotion of democratic living:**

Nigeria is trying to be one of the democratic countries in the world, though many Nigerians are yet to imbibe the desired political culture needed for the survival of democracy. Through Social Studies, the child will become exposed to some of the political norms and values of the society. These can be done during elections periods e. g. refraining from electoral malpractices, voting for



the leader, and discouraging corrupt practices. If the child gets this training from the beginning, he is likely to grow into adulthood with the desired political orientation, patriotic attitude and national consciousness.

### **Inculcating sense of Responsibility to Others**

The old adage of being one's brother's keeper is being eroded by the greedy desire for material wealth. We do not seem to regard our responsibilities to others as fundamental. This is not good because we are trying to destroy the unique feature of our cultural life style. There are numerous ways we can feel concerned for our fellowmen. These include showing sympathy, consoling during grief, aiding during need, directing during confusion especially in the case of strangers, protections in the case of threats and so on. These attributes are fast dying among the youths and for this to permeate the youth is dangerous. Hence, the child in the primary school must be trained to learn how to develop the spirit of concern and responsibility to others, and this can be done through Social Studies.

### **Respect for the World and Dignity of Others**

Nigeria is not only diverse in its ethnic, religious, cultural, linguistic and social composition, the nation now is facing a crisis in which some ethnic or religious groups are trying to dominate others because of self-assumed superiority. This brings rancour and prejudice which cause disunity. The Nigerian child should learn from the beginning that all Nigerians are equal in spite of social and cultural differences between them. By its objective, Social Studies helps to inculcate in the child the spirit of acceptance of the respect for the worth of every Nigerian.

### **Development of Tolerance**

Nigerians have different values and beliefs, depending on their cultural background. Yet these differences are to be sunk in the interest of national unity. Unfortunately, a number of Nigerians have failed to tolerate their fellow citizens who have different religious, political and ideological views. A number of public disturbances in some parts of the country has been the result of political and religious intolerance. For a peaceful and united Nigeria, citizens must be made to understand that each social, political and religious group has a right to exist and co-exist. If we respect and tolerate one another, no one would hurt one another.

### **Increasing Awareness**

What should bother you is why most Nigerians are more interested in breaking the laws of the land than helping to uphold them, which, of course, is one of their civic responsibilities. Some of these acts done out of ignorance of the consequences. There is a study which reports that most of those who rigged or allowed themselves to be used to rig during the 1979 and 1983 general elections did so out of ignorance about the consequences their action would have on the effective leadership of the nation. It is, therefore, necessary for the child to be exposed gradually to his rights and civic duties as a citizen. The creation of this awareness is one of the objectives of Social Studies in Nigerian primary school.

### **Inculcation of National Consciousness and National Unity**

It is a pity that most Nigerians show more consciousness for their ethnic groups, religious denominations and even clubs and societies than the nation. It is important to emphasize the need for us to be proud of our country Nigeria, because we do not have any other one. Americans are proud to identify themselves with America. The British do the same. If we are proud of a thing, we have the need to do everything possible to protect and preserve it. Hence, every Nigerian needs to develop a sense of attachment, awareness and identity for the country. Social Studies helps the

child to become acquainted with the national symbols such as the flag, the anthem, the pledge, the pictures of leaders and so on. This strategy is informed by Piaget's theory that children love the used of objects. If all Nigerians feel committed to the pride and preservation of the country, they would then have one thing in common, that is national consciousness which they would want to bequeath to their on- coming generations. This common interest and aspiration helps to bind them together for national unity.

### **Inculcation of Desirable Values and Social Attitudes**

Social Studies as citizenship education has been a means for the inculcation of desirable values and social attitudes in the child and as a means of social reform. It is in this light that, while some people have seen Social Studies as a means of socialization, others see it as a means of indoctrination. Whichever applies, what is important is the inculcation of desirable norms and values of the society from one generation to another. Without doing this, the child will find it difficult to fit into the society. Doing this seems to be a unique role of Social Studies because the subject is largely based on the socio-cultural context of the society. Some of the societal values to be inculcated are honesty, fairplay, hardwork, patriotism, obedience, discipline, loyalty, respect, self-confidence, among others.

### **ACTIVITY III**

1. Examine any four concrete roles of Social Studies which make it essential in Nigerian primary schools.

### **ASSIGNMENT**

1. Define Social Studies.
2. State the nature of Social Studies.
3. State at least three objectives of Social Studies in schools.
4. Discuss any four justifications for Social Studies.

### **SUMMARY**

Social Studies has been defined as the study of man's interaction with environment through an integrated approach. In a broad form, the objectives of Social Studies are socializing and humanising pupils in the junior classes and the acquisition of appropriate skills, knowledge and concepts for living in the senior classes. Besides, the various ways in which Social Studies contributes to the life of the primary school child have been discussed to justify the inclusion of Social Studies in the curriculum.

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## **UNIT 8: SELECTION AND ORGANIZATION OF FACTS AND INFORMATION FOR SOCIAL STUDIES**

### **INTRODUCTION**

Before planning teaching procedures, teachers must identify the basic knowledge that their pupils are to learn. As you have learnt in Units 3 and 4, history, economics, political science, sociology and geography are closely related to Social Studies. Certain bodies of knowledge from these subjects must be identified and considered.

However, not all facts should or can be learnt. Therefore, the teacher must include in his teaching procedures only those facts that he identified as his teaching objectives. In this unit, you will be guided on how you can select and organize facts and information for teaching Social Studies.

### **OBJECTIVES**

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

1. explain in your own words what is meant by content, concepts, facts and generalizations;
2. discuss the criteria for the selection of content;
3. identify the sources of Social Studies content; and
4. define the structure of Social Studies.

### **HOW TO STUDY THIS UNIT**

As you study through this unit, carefully

1. think of what you have learnt in Social Studies; ask yourself whether it has made any meaning in your personal life.
2. think through to see how Social Studies knowledge is got and imparted.
3. try to apply it in your teaching sessions.
4. do all the activities provide in this Unit.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENTS ARE AT THE END OF THIS BOOK.**

### **WORD STUDY**

Content	Data and information used to achieve some programme objectives
Structure	Way or form in which data and information are organized.
Concept	Ideas – abstract (imaginary), or real, expressed as a word, terms or phrase.
Generalizations	Valid statements or expressions about people, place or things that are under test or proof.

### **CONTENT OF SOCIAL STUDIES**

Content can be referred to as the data and information which are presented in relationship to some topics or issues to achieve programme objectives broadly speaking, it means the selection of what to teach in order to achieve some programme objectives. You should note that what has been selected is based on and has a direct link to the type of objectives formulated. The content is made up of facts, concepts and generalizations. How are these selected and organized for teaching purpose? What are the sources of these facts, concepts, and generalizations? We shall discuss these in the next part of this unit. You should understand that there are other sources of content for Social Studies education which may include beliefs, theories, definitions, hypotheses, assumptions, and opinions derived from the social sciences and the environment. Use your dictionary to check the meanings of concepts or phrases used in this unit.

Looking at the Social Studies objectives discussed in Unit 2 of this Module, we may identify certain components that should be found in the Unit. These include: component of knowledge, skills, competences, attitude, and values to be exhibited by the learners at the end of instruction.

These components are to foster civic action and personal development as you have studied in Units 2 and 3 of this module. In the organization of Social Studies curriculum which is the main theme of this Unit, different approaches or strategies are employed. These approaches enable all of the various items and ideas to be meaningfully related to one another, like a system. Evaluation comes at the end of the whole process.

**ACTIVITY I**

1. Explain in your own words what is meant by ‘Content’
2. What are the contents of a Social Studies Curriculum?

**ORGANIZATION APPROACH**

One of the approaches to Social Studies is the use of concepts and generalizations which serve as themes, each of which is further broken down into smaller components or sub-themes such as:

- **Family type:** Nuclear and extended family system
- Duties of members of a family.
- Life space and household.

Once the above concepts have been learnt, the learner can then go on to generalize them. Topics formulated from concepts and lessons are prepared.

Let us examine another concept, i.e. “Co-operation and the lessons that can be taught using concepts associated with it, such as:

- (i) Class cooperation
- (ii) Home/Family cooperation
- (iii) Peer group cooperation
- (iv) Local/State/National/International cooperation

The concept and generalization approach, as illustrated by Ogunsanya (1984) stands thus. Fig 1

<b>Concept</b>	<b>Sub-Concept</b>	<b>Generalization</b>
FAMILY AND KINSHIP	<ol style="list-style-type: none"> <li>1. Nuclear Family</li> <li>2. Extended Family</li> <li>3. Duties of members of family</li> <li>4. School Family</li> <li>5. Home/Family Cooperation</li> </ol>	<ol style="list-style-type: none"> <li>(i) The Nuclear and Extended family Systems are two ideal types of family groupings based on different cultures.</li> <li>(ii) There is no society on record now or in the past; which has no family group in one form or another.</li> <li>(iii) All members of family work together for the survival of its members.</li> </ol>

Another approach is the THEMATIC Or UNIT APPROACH. In this approach, THEMES are broken down into sub-themes and the sub-themes further broken into units. The individual lessons to be taught are then derived from the units. Let us illustrate this approach.

## **ACTIVITY II**

1. Mention any two types of approaches in Social Studies;
2. Select a theme and use diagrams to illustrate the thematic or unit approach.

**CHECK YOUR ANSWERS AT THE END OF THIS BOOKLET**

## **FACTS, CONCEPTS AND GENERALIZATIONS**

A fact is a specific information about a place, people, objects and events that can be or has been verified by human senses. Facts are usually stated as positive statements. For example:

1. Abuja is the capital of Nigeria
2. There are 36 states in Nigeria
3. N.T.I Headquarters is located in Kaduna.

These three statements are facts. Factual information is important to the understanding of concepts because it provides the supporting detail and explanation that make the concept meaningful.

## **CONCEPT**

A concept is an idea expressed as a word, term, or phrase and can have extensive meanings. Concepts are of three types viz: Concrete/Activities Concepts – i.e. those that can be seen or feel e.g. fighting, drawing, village, sky, man, etc.

Quality Concepts – those that describe i.e. red dress, blackboard, good students, etc. and Abstract Concepts, i.e. imaginary concepts, e.g. weather, God, change, autocracy etc. Concepts are useful because they have to do with meanings. They provide direction for instructional activity. They help us to know in advance the action to take in a given situation. Examples of concepts are family co-operation, inter-dependence, nation, community, etc.

**GENERALIZATIONS:** They are statements about relationships of two or more concepts which are summarized and have wide applications and can be transferred to many situations. They help you to understand the physical and social environment. You can develop generalizations out of life experience. Examples of generalizations have been given in this Unit. Other examples are:

1. Many people have contributed to our present civilizations.
2. Peoples of the world are interdependent.
3. All people, regardless of where they live or their race, nationality, religion, or location, have many things in common. Generalizations are formed by joining many concepts together,

## **ACTIVITY III**

Here is a generalization: “All people regardless of where they live or their race, nationality, religion, or location have many things in common”

1. List at least things we have in common as people of the world.

**CHECK YOUR ANSWERS AT THE END OF THE BOOKLET**

## **CRITERIA FOR SELECTING FACTS, CONCEPTS, AND GENERALIZATIONS**

You have learnt that there are many sources of Social Studies content materials. However, not all are relevant to the teaching of Social Studies. What criteria would you use to select what is relevant and desirable?

1. Know the children in order to build on their past experiences.
2. Know the curriculum.
3. The facts, concepts and generalization should help achieve the objectives of your lesson.

4. The idea should be suited to the level of the maturity of the children (their age) mental and physical development.
5. The idea requires ability and skill of the teacher.

#### **ACTIVITY IV**

1. Identify three criteria for the selection of content.

#### **ASSIGNMENT**

1. Define facts, concepts and generalizations.
2. Select a theme and break it down into two sub-themes.

#### **SUMMARY**

You have learnt in this lesson that:

- data and information presented in relation to some topics or issue for the purpose of achieving programme objectives are referred to as content;
- content in Social Studies is made up of facts concepts and generalizations;
- other forms of data used also include, among others, beliefs, theories, definitions and opinion, etc.
- there are many sources of Social Studies Content. They include the Social Studies disciplines i.e. (History, Geography, Political Science,) Mass Media i.e Newspapers, Radio and Television;
- there are two approaches to the organization of content in Social Studies. Those structured around concepts and generalization and those based on Thematic or Unit Approach.
- some criteria to use when selecting content include: knowing the children's previous knowledge and that the concepts and facts to be selected should help to achieve the objectives and be suited to the level of the children. In addition, your ability, and skills as classroom teacher should be taken into consideration.

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## **UNIT 9: THE DEVELOPMENT OF SOCIAL STUDIES IN NIGERIA**

### **INTRODUCTION**

Social Studies is relatively new in Nigerian schools. In this Unit, you will learn about its development as a school subject in Nigeria.

### **OBJECTIVES**

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

1. trace the development of Social Studies in Nigeria;
2. discuss the foundations of Social Studies in schools; and
3. mention at least three institutions that contributed to the development of Social Studies.

### **HOW TO STUDY THIS UNIT**

1. Read through the Unit carefully section by section
2. Try to understand each new idea or concept as it is introduced.
3. Do each activity you come across and look up its answers before you continue.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THE BOOK**

### **WORD STUDY**

**COMPLEX:** difficult to understand or explain

**DEFECTS:** faults, shortcomings

**IMPETUS:** push or thrust

### **A BRIEF HISTORY OF THE GROWTH OF SOCIAL STUDIES IN AFRICA**

Geography, Economics, History, Religion, Government, Sociology, etc. were the foundation of Social Studies. Social Studies came into existence only after the World War II from the realization that the study of man, could not be adequately covered by single disciplines. Social Studies goes beyond the boundaries of any single subject.

In the early sixties, as more African countries gained independence and moved away from colonialism to nationhood, similar dissatisfaction with the school curriculum was experienced in most independent countries. Some African educators in 1967 met in London to discuss school curriculum and this led to the 1968 Mombasa Conference in Kenya of eleven African countries, which agreed that Social Studies could play a major role in correcting the defects of the existing curricula. It then produced the popular African Social Studies Programme (ASSP) and recommended it for use in all African schools.

### **ACTIVITY I**

1. In what area of the world was Social Studies introduced?
2. What would you regard as the foundations of Social Studies in the School curriculum?
3. Where was the first conference on Social Studies held and what was the outcome?

### **SOCIAL STUDIES IN NIGERIA**

You may recall the fact the Nigeria was, before the 1960, a colony of Britain. Her system of education during the colonial days and immediately after independence was that of Britain. This means that the syllabus generally contained topics that were essentially not Nigerian. After independence, there were general feelings that the contents and methods of the traditionally taught

social science subjects such as geography, history, and ‘civics’ had foreign topics. This meant that what was being taught was not relevant to the Nigerian Society. For example, many of our parents who went to school in 1950s knew much about Britain or Europe than Nigeria and could recount such geographical or historical facts by heart. What was taught concentrated around single subjects and had no national outlook.

In Nigeria, two institutions gave outstanding impetus to the development of Social Studies in Nigeria. The Comprehensive High School, Aiyetoro, in the then Western Region started teaching Social Studies as far back as 1963 in collaboration with the American Agency for International Development (USAID), which was commissioned in 1965, by the Conference of Principals of Secondary Schools in Western Nigeria to plan, organize, and produce a book on Social Studies for classes I and II. The books were produced and revised with the assistance of the Ford Foundation. In the Eastern part of Nigeria, the University of Nigeria Nsukka in 1961 started to teach a course “Man in Society (GS 103). In Northern Nigeria, the Teacher Education Project (NNTEP) sponsors the idea of social studies teaching in 1964 and later the Ministries of Education of Bauchi, Bida, Ilorin, Maiduguri, Sokoto and Katsina as well as the Institute of Education, Ahmadu Bello University, Zaria adopted the idea. The U.S Office of Education, the Ford Foundation and the U.S Agency for International Development provided the necessary financial support. Since those early efforts, Social Studies has developed steadily. In 1969, the National Curriculum Conference recommended it to be taught in all schools of the country and in the 1977, National Policy on Education recognized Social Studies as a core subject for primary, Junior Secondary Schools and teacher training colleges. In recent times the subject has been recognized as an elective in senior secondary schools (NPE, 3<sup>rd</sup> ed, 1998).

## **ACTIVITY II**

1. Briefly describe the syllabus of pre-independent Nigeria.
2. Mention at least two Institutions that contributed to the development of Social Studies in Nigeria.
3. In which year did Social Studies become a core subject in schools?

## **RECENT TRENDS IN SOCIAL STUDIES DEVELOPMENT**

The first Social Studies syllabus for primary schools was produced by the Institute of Education A.B.U, Zaria in 1970. In 1971, Ibadan hosted the first National Curriculum Workshop which was sponsored by then Nigeria Education Research Council now Nigeria Educational Research and Development Council (NERDC) located in Abuja. It was at that Curriculum Workshop that the first social studies National Syllabus for Primary Schools was produced. In 1972, the Nigeria Social Studies Association (SOSAN) was launched at its annual Conference at Ibadan. The Secondary Social Studies Syllabus was eventually put in place by NERC, while the Syllabuses for Grade two Teachers Certificate and Pivotal Course were put in place by National Teachers Institute in Kaduna in 1970s.

These syllabuses made a fairly radical departure in structure and orientation from what had hitherto been taught as Social Studies. The Social Studies syllabus for primary schools was presented with themes and sub-themes using the spiral-curriculum concept approaches, e.g. topics were presented at different stages for learning. For example, in primary one – the theme: Growing up at Home and in School, focuses on the child at home: by guiding the pupils to identify the family unit-Father, Mother, Brothers, Sisters, domestic Servant, etc. (b) identifying the House we live in (c) the things we use and (d) Social relationship. In primary two – The Theme – Growing up at Home and In School now focuses on guiding the pupils to identify the school Unit-



Headmaster, Teachers and Pupils; (b) School Environment. (c) The things we use in the school and (d) Social relationship in the school etc. In class three the attention is focused on the immediate child environment, etc. This arrangement of the themes and sub-themes is what we referred to as a spiral–curriculum approach in which a repeat or review of primary one work is undertaken before the topics of Primary two are begun.

### **ACTIVITY III**

1. In what year did Social Studies become a core subject in teachers training colleges in Nigeria?
2. When was the first syllabus for Social Studies for primary school produced?
3. Which institution was responsible for its production?
4. From your reading, how many curriculum workshops were held in Nigeria for purpose of producing of Social Studies syllabus?

### **ASSIGNMENT**

1. Discuss with your classmates the historical development of Social Studies in Nigeria.
2. Mention some significant aspects of the 1969 National Curriculum Conference to the development of Social Studies.
3. Identify and mention any five institutions that have contributed to the development of Social Studies.

### **SUMMARY**

- Social Studies developed in the United States of America and spread to British and Nigerian schools. In 1965, the Western Region Ministry of Education sponsored a conference on the teaching of Social Studies. The materials produced by the conference and the Aiyetoro Project Textbooks were adopted and used in forms one and two of secondary schools.
- In 1961 University of Nigeria Nsukka started to teach a course “Man in Society (GS 103) Social Studies was introduced in Northern Nigeria through the Northern Nigeria Teacher Education Project (NNTEP) in 1964.
- Social Studies was introduced on a national basis in Nigeria at the 1969 National Curriculum Conference. But preceding this conference was the 1967 Oxford Conference held to discuss the issue of Social Studies for Africa. The Oxford Conference served as a fore-runner for the Mombasa Conference of 1968. In January 1969, the Social Studies Association of Nigeria (SOSAN) was launched at the Co-operative College, Ibadan.
- Notable among the institutions that contributed to the development of Social Studies in Nigeria are the Nigerian Educational Research and Development Council (NERD), the National Teachers Institute NTI, Comparative Education Study and Adaptation Centre (CESAC) University of Lagos, Institute of Education, Ahmadu Bello University, University of Ibadan and University of Nigeria Nsukka. At present, Social Studies is offered in Primary Schools, Junior Secondary Schools, Teachers’ Training Colleges and at the NCE Level.

## **UNIT 10: CONSOLIDATION**

### **INTRODUCTION**

In the nine previous units of this module we have been concerned with foundations of Social Studies Education in Nigeria. You have learnt a great deal about the meaning and nature of Social Studies, Aims and objectives of Social Studies, the concept of integration, selection and organization of facts and information, the development of Social Studies in Nigeria, the essential of the Nigerian Primary School Social Studies and the contribution of Social Studies to the Goals of Nigerian Education.

In this concluding unit you will be acquainted with the summaries and highlights of all the items you learnt in the previous units.

### **OBJECTIVES**

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

1. state the rationale for including Social Studies in the primary school curriculum;
2. identify and discuss the objectives of Social Studies;
3. explain the concept of integration in Social Studies;
4. discuss the steps Social Studies teachers should take in order that the subject may contribute to the goals of education in Nigeria.

### **WORD STUDY**

CONCEPT	idea; general notion
ENCOUNTER	Find oneself faced by
POTENTIAL	Possibility

### **AIMS AND OBJECTIVES OF SOCIAL STUDIES**

Social Studies is no longer new in the Nigerian school curricula. It attempts to study man's problems in his socio - physical environments. It is sensitive to the needs of society, and so its objectives and contents vary from place to place. The subject draws its concepts, content, and methodologies from the traditional subjects - History, Political Science, Economics, Law, Religion, Geography, and Sociology. There isn't complete agreement as to which concept is best, though the inter-disciplinary approach is preferred by many, particularly at the primary school level.

### **OBJECTIVES OF SOCIAL STUDIES**

The broad national goals spelt out in the National Policy on Education are the sources of the Social Studies objectives, which include the following:

- (i) Inculcation of national consciousness and national unity.
- (ii) Inculcation of the right type of values and attitudes for the survival of the individual in the society.
- (iii) The training of the mind in the understanding of the world around us; and
- (iv) The acquisition of appropriate skills, abilities and competence by the individual to live in and contribute to the development of the Nigeria society

To achieve the above general objectives, consideration is given to the three domains of educational objectives i.e. the cognitive (knowledge of facts) the affective (that deals with attitudes, values and feelings) and the psychomotor (skills and abilities) in Social Studies education.

You are expected to know all these objectives in order to be able to apply them in your Social Studies instruction.

### **ACTIVITY I**

1. State the rationale for including Social Studies in the curriculum.
2. Identify any four objectives of Social Studies

### **CONTENT AND STRUCTURE OF SOCIAL STUDIES**

You will recall that the concept of integration in Social Studies can be regarded as a process of uniting various forms of knowledge or various learning experiences in order to produce one single and unified knowledge. You, the teacher, should adopt the integrated approach in the selection and organization of what to teach your pupils. Content can be referred to all the data and information which are presented in relation to some topic or issues to achieve programme objectives. Simply put, it means what to teach.

Social Studies content is made up of facts, concepts, and generalizations. These are in the cognitive domain. Apart from these, there are other forms of data used as content for Social Studies education. These include attitude, values, skills, beliefs, definitions, theories, hypothesis, assumptions and opinions in the affective domains. One important thing you should note is that the content selected should be presented as useful tools of achieving the objectives of Social Studies. The criteria for selecting content include knowledge of the learner, his/her age and ability level. The curriculum concepts selected should also help to achieve the learning objectives and teacher characteristics.

### **ACTIVITY II**

1. List the content of Social Studies.

### **UNDERSTANDING PRIMARY SCHOOL SOCIAL STUDIES**

The present syllabus of Social Studies which emphasizes effects and its contents are derived from man's interaction in a given environment and outside the society. It adopts the problem-solving approach. Its objectives are in harmony with the rational, goals and objectives as spelt out in the National Policy on Education. Behavioural outcome objectives are used in the syllabus. In the content area, the problem solving approach used with respect to teaching methods, role-play, dramatization, field-trips, and simulation are recommended for teaching. In addition, Social Studies' activities that are relevant to various topics are recommended. Teaching materials such as learning packages and instructional kits are suggested. There is also a column on evaluation in form of continuous assessment. (See the NERDC Social Studies national curriculum).

It is hoped that you will use the syllabus to equip your pupils with the thinking tools necessary for solving social problems and enabling pupils to possess the basic social skills and values for effective living.

### **ACTIVITY III**

1. Identify the columns, under which the Social Studies syllabus is divided.

### **CONTRIBUTIONS OF SOCIAL STUDIES TO THE GOALS OF EDUCATION**

In Nigeria, the inspiration to get Social Studies into the school curriculum was a result of the clamour for change in the curriculum to reflect the needs of Nigerians.

In order to make Social Studies functional and to achieve the objectives of the National Policy on Education, the subject should:

- (a) develop self-confidence and initiative and ability to reason logically on issues of concern.
- (b) develop pupils' power of imagination and resourcefulness;
- (c) develop their capacity for appreciating dignity of man and labour, as well as increase their love, respect, and tolerance for differences in opinions;
- (d) develop positive attitude, skills, values of cooperation, sense of belonging open-mindedness, honesty, trustworthiness, obedience, and hard work; and
- (e) produce a well-balanced self-disciplined individual.

The teacher of Social Studies should teach and live by example. Hence he should

- (a) inculcate the habit of obedience, loyalty and values that are basic and self evident.
- (b) be able to practicalize his teaching through the use of human resources and teaching aids.

#### **ACTIVITY IV**

1. What measures should a Social Studies teacher take in order that the subject may contribute to the goals of education?
2. In which country did Social Studies originate?

#### **SUMMARY**

In this Unit, we have summarised some of the points raised in this module. You should re-read the summaries of each Unit in order to consolidate your understanding of the issues discussed.

#### **REFERENCES**

See references from Units 1 – 9 of this module

## **MODULE 2: MAN AND HIS SOCIAL ENVIRONMENT**

### **UNIT 1: MAN'S SOCIAL ENVIRONMENT**

#### **INTRODUCTION**

The notion or belief that man is a social being and why he lives among fellow human beings will be the focus of this unit. The structure of man's society has become very complex as a result of social, political and economic development. Different societies have emerged with their own peculiar problems. In this unit, you will learn about the various components of the social environment with particular reference to Nigeria. You will also learn that no society can be complete and self-sufficient, without interacting with the other groups for survival. This can be done by making positive contributions towards improvement of each other's community.

#### **OBJECTIVES**

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

1. define the concept of social environment;
2. explain why man lives in groups;
3. define family and what it entails;
4. explain the types of marriage that is common in Nigerian society; and
5. mention the major components of the Nigeria social environment.

#### **WORD STUDY**

Social environment:	A situation where two or more people interact with each other for mutual benefit.
Family:	family is made up of matured man and woman and their children.
Kinship:	strong relationship among people or family.
Marriage:	union between a man and a woman as husband and wife.

#### **UNDERSTANDING THE CONCEPT OF SOCIAL ENVIRONMENT**

Man's immediate social environments are his parents, brothers, sisters, uncles, aunts, nephews, nieces, in-laws, grandparents and great grandparents, the school he attends or his office and the church or mosque which he attends for his daily prayers. His other immediate social environment includes the clubs he belongs and any organization he has been invited to join.

From the above submissions, man is a social being – who enjoys and depends on the company of other human beings. For this reason, people who live together in groups establish set patterns of behaviour regarding customs, moral values, religion and the way they organize their daily lives like the kind of food they eat, their dress, language, occupation and culture. These are social patterns which are passed on from one generation to another.

Before we discuss the different components of the environment, we must first look at the words "social" and "society". Can you think of their meaning? These are words that we come across in everyday language, but which we use in different ways. When we talk about man as a social creature we sometimes imply the very general idea that man belongs to the whole society of mankind. But although man is a member of society in the sense that implies belonging to mankind generally, we each belong to a whole range of particular "societies" such as "urban society", "working class society", "trade union", etc.

In this Unit, we shall use the term “society” to mean social groups which constitute Nigeria as a nation. For our purpose in this unit, you will read about social groups or social units such as the family, the clan and the community. We shall also present to you the concept of culture as a basis of social behaviour. We shall examine these social groups which form the components of the Nigerian social environment to identify the problems they present for national integration and national unity.

### **REASONS WHY MAN LIVES IN GROUPS**

Because man is always faced with fundamental problems in life, the reasons why he lives in groups cannot be underestimated. Some of these are itemised below:

1. In an attempt to meet different demands of social life, man becomes more sociable, hence group interaction and consequent formation becomes very pertinent.
2. Because man wants to achieve comfort within the environment, he interacts and explores all physical and social environments. This has led to a number of scientific and technological breakthroughs.
3. Man also lives in groups because of his social and emotional drives. To this end, man is naturally and biologically created with desires for affection, affiliation and companionship. This leads to the institution of marriage and family life.
4. Similarly, living in groups provides nurture and care for the younger generation to ensure their survival and promote continuity of the human race.
5. Man lives in groups in order to respond to crucial issues and phenomenon which cannot be handled in isolation or unorganized situation, such as birth and death among others.
6. Man lives in groups so as to organize, coordinate, integrate and synthesize their activities to avoid social disintegration by providing laws, sanctions and other regulatory bodies.
7. Through group living, people act together to promote common interest and aspirations to achieve shared goals and objectives.
8. Man lives in groups to give room for healthy competition within a given society. Competition spurs and motivates individuals to aspire to achieve greater heights in life, which consequently has led to growth and development.
9. Group living assists greatly by serving as instrument of social control because group members are expected to imbibe the norms and values of the group.

### **ACTIVITY I**

1. What do you understand by social environment?
2. Itemise four reasons why man lives in groups?
3. List four types of marriage practised in Nigeria?

### **REFERENCES**

- Fakinde, D.A. (2007). **Questions and Answers on Concepts, Methods and Issues in Social Studies**. Akure: Reaky and Sons Publishers.
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## **UNIT 2: THE FAMILY**

### **INTRODUCTION**

The meaning, composition, functions and the changing roles of family members will be the focus of this unit.

### **OBJECTIVES**

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

1. define the concept of family;
2. discern the composition of the family;
3. comprehend the changing roles of family members; and
4. explain the different types of family set-up.

### **WORD STUDY**

Marriage: the union between two matured people of opposite sex

Siblings: brothers and sisters with whom one has blood relation.

Family: relationship between two matured people and their children, if any.

### **UNDERSTANDING THE CONCEPT OF FAMILY**

The family as a social institution may not be easy to define because it differs in nature and composition from one society to another. However, the concept of family is viewed as the most basic of all social institutions.

To buttress the above, Murdock was of the opinion that family is a social group whose members are related by ancestry, marriage or adoption and the adults are responsible for the nurturing and upbringing of the children.

Similarly, Winch defines a family as a group of two or more persons joined by ties of marriage, blood or adoption who constitute a single household, interact with each other in their respective familial roles and create and maintain a common culture.

Added to the above, the Longman Dictionary of Contemporary English (2005) defines family as a group of people related by blood or marriage, especially a group of grown-ups and their children. However, from the understanding of this writer, the concept in its simplest form is made up of a man (husband), a woman or women (wife/wives) and their children, if any.

### **TYPES OF FAMILY**

Having understood the meaning of family as a social institution, it is of paramount importance to know the different types of family set-ups. Among these are – nuclear family, extended family, compound family, procreational family and orientational family among others. For a better understanding, these family types are briefly explained below:

1. Nuclear family: this is the simplest type of family in human societies around the world. It is made up of a man (husband), a woman (wife) and their children, if any. Usually, a nuclear family lives together in a building without any relation living with them and the members of the nuclear family do not normally live with anybody. This family types is very common in the advanced countries like United States of America, Canada and other European nations.
2. Extended family: membership of extended families is normally wider and larger in composition than that of the nuclear family. Here, apart from the husbands, wives and children,

it also includes parents of either the husband or wife/wives grandparents, their relations, uncles, aunts and great grandchildren, where available.

3. Compound family: this is a situation whereby adults (men) of the same lineage get married and live together in a large compound. For example, five men from the same parents, living together with their wives and children in a large compound, with each family living in a section of the family compound.
4. Procreational family: this is a type of family where there is an agreement between the couples that they will procreate as husband and wife that is, bearing children. This is a common feature in African societies. This is, however, a sharp contrast to what is obtainable in some advanced countries of Europe where couples will agree only to live together as husband and wife and NOT to bear children or procreate.
5. Orientational family: this is situation whereby would-be couples are prepared, exposed or trained towards becoming husband and wife. Eventually, they are married as a result of the orientation they have undergone.

In this type of family set-up, less friction is witnessed because their minds have been prepared towards what they should expect as husband and wife, either positively or negatively. This practice is common among the different denominations of Christendom, particularly the Deeper Life Christian Church, the Catholic and the Baptist Church to mention only a few.

## **FAMILY CULTURE**

Culture is being considered here as an aspect of social environment because it affects a society's way of life. Culture affects a person's attitudes to problems. As we are examining the attitudes of Nigerians to social problems it is not out of place to consider it.

Culture is defined generally as the way of life of a people or the way people live. It has to do with the language of a particular group, the way they obtain their food, build houses, make the clothes they wear, etc. It includes rules and regulations that govern people's behaviour in the society. It also includes beliefs, religion, morality and the local products. Culture belongs to a group of people and its knowledge is passed on from parents to children by the process of socialization. What the individual learns varies from society to society. This is because different societies have different cultural patterns.

There are two aspects of culture: material and non- material. The material aspect consists of the products of the society like houses, implements, etc. We are, however, more concerned here with the non-material aspects of culture for it has to do with the social behaviour of a people and their attitudes to the social problems that confront the society.

The non-material culture includes language, morals, religious values. Others are history, literature, art, way of dressing, customs, traditions, respect for elders and constituted authority, respect for human life, and respect for public property. These non-material aspects of our culture, unfortunately, also constitute some of the problem areas of the country.

There are as many cultural patterns in Nigeria as there are social groupings. It is estimated that there are about 376 social groups in Nigeria in addition to about 168 offshoots of some of the main groups in the country (Savanna Journal, 18976). Some of these may be mentioned.



## FORMS OF MARRIAGE

Culture differs from one human group to another and every human group holds jealously to their own cultural values, norms and mores. In this respect, there are different forms of marriage in human societies, which in most cases, is being dictated by the cultural orientation.

At this juncture, the question relevant is – what is marriage? Marriage from the understanding of this writer could be defined as “the lawful relationship between a man and a woman as husband and wife”. Having defined marriage, the common forms of marriage practised include: purdah, monogamy, polygamy, polyandry, group marriage, ghost marriage, widow inheritance, levirate, sororate, woman-to-woman, endogamy and exogamy types of marriage.

1. Purdah marriage: this is commonly practised by the Muslims world. In this case, a woman is mostly confined to her husband’s house or compound. Therefore, women in purdah are not always allowed to go out during the day. And when there is need for them to go out of their homes, they are escorted by a small boy from the family and also they cover their faces with veils, preventing unnecessary gazing from other men.
2. Monogamy marriage: this is a situation where man marries a wife at a time. This is very common among modern day Christians, where only one wife is married throughout life, even when such a wife cannot bear children. They do not marry a second wife for any reason. It is commonly practised in Britain, United States of America, Canada and other industrialized nations of Western Europe.
3. Polygamy marriage: this is a situation where a man has two or more wives at the same time. It is a common practise in African and Asian continents and in particular among the Muslims. Muslims generally agree that a man with sufficient means of livelihood, who will not be biased, can marry up to four wives.
4. Polyandry marriage: this is a situation whereby a woman is married to more than one husband at the same time. Such a woman may have up to ten husbands concurrently. This form of marriage was a common feature of “Jahilliya Period” or the “Dark Age” before the advent of Islam into the Arabian Peninsula.
5. Group marriage: sociologically, group marriage refers to a situation where men and women in a group marry themselves, and they are expected to live together, share everything in common including sexual intercourse.
6. Ghost marriage: in this type of marriage practice, the younger brother of a dead bachelor is expected to marry a woman on behalf of his late brother and have children in the name of the deceased. This system is practised in many parts of Africa and in particular among the Igbos of South-Eastern part of Nigeria.
7. Widow inheritance: in this system of marriage, a male kinsman such as the deceased’s cousins, uncles or close relatives marries the dead man’s widow and becomes her legal husband. Their off-springs belong to him. This system is very common among the Yoruba speaking people of Western axis of Nigeria.
8. Levirate marriage: this happens when a man marries the widow of his late elder brother. This means that the relationships created through the original marriage remains. The off-springs of the deceased remain as part of the family since no new marriage is contracted since the old marriage was not dissolved.  
The widow is not considered as the younger brother’s wife, but the wife of the dead man. This marriage practice is common among the Yorubas, Nupes and Igbos of Nigeria, the Nuer of Sudan and the Bedomin of Arabia and North America.
9. Sororate marriage: under this system of marriage, a man marries the sister of his late wife. In fact in some societies, particularly among the Muslims, the parents of the late wife consider it

as an obligation to provide the widower with another wife that is an unmarried sister of their late daughter.

10. Woman to woman marriage: here, the “woman husband” marries her “wife” in exactly the same way as a man contract marriage rite. When marriage rites have been completed, the “woman husband” gets a male kinsman or friend to beget children on her behalf from her “wife”. The “woman husband” is the “legal husband” and regarded as the father of the children and all rights over the wife and the children are vested in her.
11. Endogamy marriage: this refers to the general norms or rules limiting marriage to members of the same group, tribe, religion, village or region. Finally, endogamy is marrying a partner who is similar to oneself in such areas as ethnic background, religion, general social and economic status. Also, endogamy operates on the law of social proximity in such areas as common race, age, religion, education, occupation and class as the case may be.
12. Exogamy marriage: this is a marriage practice which allows a man to take a partner outside one’s locally defined area such as family, clan or lineage. It could be marriage outside one’s social group, tribe and other social category. For example, taking a partner outside one’s immediate environment helps to strengthen friendship, and relationship among different groups in the society.

### **ACTIVITY I**

What do you understand by the concept of family?

### **FUNCTIONS PERFORMED BY THE FAMILY**

The family, as a consciously established social institution, performs different functions among which are summarised below:

1. Reproduction: reproduction of younger ones through sexual intercourse for the continuity of the society.
2. Nurturing the young ones: it is the function of the family to nurture children into maturity and self-reliance through functional education and proper cultural orientation.
3. Socialization: it is the duty of the family to socialize or train the child for effective participation and contribution to the affairs of the larger society.
4. Love and protection: under normal circumstances, the family protects its members from any danger that may confront them. This protective duty of the family members is psychologically satisfying.
5. Basic needs: the family provides the children with food, clothing and shelter so that they can develop healthy personality.

### **PROBLEMS OF MARRIAGE**

1. Divorce: when couples can no longer cope with each other, it may lead to dissolution of their relationship, otherwise called divorce.
2. Barrenness: when the couple cannot reproduce offsprings, particularly in Africa it is a major problem.
3. Promiscuity: when either of the couple cannot control their sexual urge, it may lead to problem that they may not be able to manage.
4. Marriage by post: when either of the couples is not living in their matrimonial home, may be as a result of their professional Background, it can lead to family problem. For example, a soldier who leaves for several months on professional assignment may not meet the wife when he returns.

5. Economic problem: if the breadwinner is faced with some economic uncertainties, it may lead to family problem, more so, when the husband cannot provide basic provisions for the family members.
6. Couple's level of education: marital problem is common among the illiterate population than among the literate groups in the society. This is due to the fact that, literate couples would engage in more courtship with each other and they would likely act and think more rationally than the illiterates and this leads to better understanding and reduces unnecessary frictions.

### **ASSIGNMENT**

1. List four roles of the family in the society.
2. Itemise four types of family commonly practised in Nigeria.

### **SUMMARY**

This unit is concerned with many aspects related to the family. These aspects include concepts of family, types of family, family culture, forms of marriage and functions performed by the family. The unit ends with problems of marriage. You are expected to be conversant with all the ideas raised in the unit about the family.

### **REFERENCES**

- Fakinde, D.A. (2007). Questions and Answers on concepts, methods and issues in Social Studies. Akure: Reaky and Sons Publishers.
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- Wahab, A.S. (2007). An introduction to man and his social environment. Oro: Achiever Ventures.

## **UNIT 3: SAFE AGE FOR MARRIAGE**

### **INTRODUCTION**

The issue of when a man and a woman should get married varies from individuals and societies. Sometimes, a younger brother is married before his elder brother and vice versa as it relates to the females.

### **OBJECTIVES**

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

1. explain the concept of safe age for marriage; and
2. appreciate the laws guiding the institution of marriage in Nigeria.

### **WORD STUDY**

Age: the number of years someone has attained.

Safe: not at risk or out of danger/problem.

Law: rules and regulations guiding something.

### **THE MEANING OF SAFE AGE FOR MARRIAGE**

The normal age for marriage in Nigeria differs from one culture to the other and from the rural areas to the urban settlements. To support this, the Marriage Act 1914, Cap 218, the Laws of the Federation of Nigeria, 1990, sufficiently provides relevant information in determining the age a Nigerian can marry. Under the Act, Section 18 of the said act explicitly recommended 21 years as the marriageable age.

In the same trend, Section 18 of the Act also provided alternative when the party to an intended marriage not widower or widow is not up to 21 years of age, then written consent of the father or if the father is dead or absent from Nigeria or if both father and mother are dead, then a guardian of such party must be provided before a license or certificate is issued out to the couples to be joined in the marriage.

The implication of the above is that, if the party to the intending marriage are less than 21 years, yet they want to go ahead with their marriage plan, the only enabling condition is that the written consent of the father or mother is required. If, however, the parents are not alive or absent from the ceremony, the governor, high court judge or administrative officer of the area, that is, Local Government Chairman, is allowed to stand-in as the loco-parent.

### **MARRIAGE UNDER ISLAMIC LAW**

Age is not a barrier under Islamic law. We have different schools of thoughts in Islam among which are: Maliki, Shafi'i and Hambali. The general principle is a lady to be married out should be a virgin, no matter her age; she can be given out in marriage after her second menstruation.

### **MARRIAGE UNDER CUSTOMARY LAW**

The tradition, custom and practice of Nigerians did not specify the age a person can get married. The most important aspect is the attainment of puberty and physical fitness of the couples in question.

Finally, the issue of marriage in the contemporary society, age is no longer a barrier but the environment and the society one is domiciled. However, it is generally believed that people who

live in the rural areas, who are agrarians get married earlier than their counterparts in the city centres, who usually aspire to attain greater heights before thinking about marriage.

### **ACTIVITY I**

1. Define the term safe age for marriage.
2. Identify three laws guiding the institution of marriage in Nigeria.

### **ASSIGNMENT**

Discuss safe age for marriage from different perspectives.

### **SUMMARY**

This unit looked at the meaning of safe age for marriage in Nigeria as a concept different from one culture to the other. The issue of age safe for marriage was discussed under the marriage act, Islamic law and customary law.

### **REFERENCES**

- Fakinde, D.A. (2007). Questions and Answers on Concepts, Methods and Issues in Social Studies. Akure: Reaky and Sons Publishers.
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## **UNIT 4: CONCEPT OF GROUP**

### **INTRODUCTION**

Like any other concept, the term group connotes different meanings among different scholars. In most cases, a collection of two or more people may be regarded as a group. But this may not actually be correct. For example, a collection of commuters in a train travelling on a long journey, who temporarily have physical proximity with one another, cannot be regarded as a social group but a social aggregate.

### **OBJECTIVES**

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

1. define the concept of group;
2. identify the differences between primary and secondary groups;
3. comprehend the characteristics of a social group; and
4. itemise the functions of social groups.

### **WORD STUDY**

Group: Several people or things that are found together.  
Primary: Happening or developing before other things.  
Secondary: The second person, thing, event after the first one.

### **UNDERSTANDING THE CONCEPT OF GROUP**

The word group means different things to different people. To this end, a group may be described as the plurality or persons who interact with one another in a given situation more than they interact with anyone else.

Similarly, Tischler (1999) maintained that a social group consists of a number of people who have common identity, some feeling of unity and certain common goals, and shared norms.

Added to the above, Schaefer (2003) sees group as many people with similar norms, values and expectation, who interact with one another on a regular basis. Finally, group is a collection or association of people who interact face to face for companionship, mutual benefits that have one or more characteristics in common, perceives themselves as forming a distinguished entity, and are also aware of their interdependence of certain goals, objectives and interest which they shared together.

### **TYPES OF GROUPS**

There are several types of social groups among human beings. Among them are: primary and secondary group, reference group, voluntary group, involuntary group, in-group and out-group among others. Here, our focus shall be on primary and secondary groups.

1. Primary group: this is a type of group which appears unique in the sense that it is permanent, non-contractual in nature and non-specialized in terms of membership, but it is personal, spontaneous, sentimental and inclusive.  
The family is an important example of primary group which always have personal face to face relation with high level of intimacy. The family is also emotionally involved with one another and knows each other very well.
2. Secondary group: this is the direct opposite of primary group when compared. This is so because secondary group is less permanent and there is casual relationship among members, with less tie of deep attachment towards the group as a whole.

All members of secondary group do not often know themselves nor do they have physical proximity. Examples of secondary group are members of the same political party.

### **CHARACTERISTICS OF GROUPS**

The following are the major characteristics of social group in a given society:

1. They possess means for controlling members behaviour.
2. They possess social status and roles, that is, norms for behaviour.
3. They have mechanism for recruiting members.
4. They have goals, objectives and purpose.
5. They have a means for identifying members.
6. Their performance goes beyond the meetings of members.
7. They have social bonds among members.

### **FUNCTIONS OF GROUPS**

The under-listed are the major functions of groups. These include:

1. assigning tasks to members;
2. setting goals that will be achieved;
3. making collective decisions;
4. controlling members' behaviour;
5. choosing leaders for effective administration; and
6. defining boundaries with other groups;

### **ACTIVITY I**

1. Define the concept of group in your own words.
2. Itemise four types of groups you know.
3. Mention four roles of groups in a society.

### **KINSHIP SYSTEM**

This is a social institution that is comprised of people who are linked by ties based on blood or biological relationships. Examples of one's kin include one's grandparents, father, mother, brothers, sisters, sons, daughters, grandchildren, uncles, aunts, cousins, nephews, nieces but excluding one's wife's relations, because they are not linked by blood ties.

Similarly, Piel (1983) sees kinship as ties of blood (biological kinship), descent (jural or legal kinship) and marriage (affiliation kinship). In the same trend, Fadeiye (2003) posits that kinship refers to male relative. He added that kinship rests on three elements which are:

- a. Kinship by blood, descent or by ancestor: this type has to do with those who are related by blood, either at paternal (father) and maternal (mother) sides.
- b. Kinship by marriage: kinship by marriage or affinity has its members as the husband, the wife, the husband's and wife's parents, son in-law and daughter in-law as the case may be.
- c. Non-legal kinship: this kinship comes about through adoption. They are members of the same kinship but not related by blood or marriage. This type of kinship also includes those people who share the same characteristics with us, such as friends, town-mates and other associates who have evolved overtime.

### **TYPES OF KINSHIP**

Generally speaking, there are two types of kinship all over the world. These are patrilineal and matrilineal kinships.

1. Patrilineal kinship: this is a situation when descent (family line) is traced through the father as practiced in many societies in Nigeria such as the Hausas, Fulanis, Yorubas and the Igbos. Under this arrangement, the father's relations are important and descent is traced through his lineage.
2. Matrilineal kinship: this is the exact opposite of patrilineal kinship. In this case, descent is traced through the mother's lineage.

### **IMPORTANCE OF KINSHIP SYSTEM**

The relevance of kinship system in human societies cannot be underestimated. A few of them are itemised below:

1. It fosters unity and understanding among the people in the society.
2. It helps to regulate the behaviour and establishment of social groups.
3. It assists in the socialization process.
4. It is a source of social welfare mechanism within the society.
5. It encourages communal and joint project such as building and repairing family houses.
6. The rights and obligations of members are known in the society through kinship.
7. Kinship members are always on ground to give helping hands to members such as during ceremonies.
8. Through kinship, members know each other from one generation to another.

### **ASSIGNMENT**

1. Define the term kinship in your own words.
2. Identify four importance of kinship system.

### **SUMMARY**

This unit is concerned with groups and their composition and functions. Types of kinship and its importance are the preoccupation of the second part of the unit.

### **REFERENCES**

- Fakinde, D.A. (2007). Questions and Answers on concepts, methods and issues in Social Studies. Akure: Reaky and Sons Publishers.
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## **UNIT 5: FACTORS THAT PROMOTE LIVING TOGETHER**

### **INTRODUCTION**

Group is all about living together. This living together is possible and promoted by certain factors without which there would be chaos, anarchy and pandemonium. These factors are customs, morality, folkways, mores and laws.

### **OBJECTIVES**

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

1. recognize the factors that promote living together;
2. appreciate the importance of living together; and
3. discern why living in isolation is not good.

### **WORD STUDY**

Customs: rules of behaviours in a given society.

Morality: about goodness and badness of behaviour.

Norms: rules agreed upon and shared in a culture.

Mores: highly cherished principle of a people.

### **UNDERSTANDING THE FACTORS THAT PROMOTE LIVING TOGETHER**

1. **Customs:** Customs are rules of behaviours accepted by members of the community as binding among them. Customs are usually unwritten rules of behaviour and normative values shared by people within a community.  
Generally, customs specify human conduct, prescribing norms to regulate habit of eating, dressing, speech or gestures. Whoever behaves contrary to the customs of a community are regarded as deviants and are there sanctioned accordingly.
2. **Morality:** This is concerned with goodness or badness of human character. Morality is concerned with societal principles of what is right and what is wrong, in terms of people's conducts and behaviours in the society.  
Morality is essential in order to promote living together in the society, because it acquaints individuals with behaviours that are proper desirable and those that are improper, undesirable, and consequently having interaction that would be devoid of rancour and acrimony.
3. **Norms:** Norms are rules of behaviour that are agreed upon and shared within a culture. Also, norms are standards of behaviour maintained by a society. The existence of norms in the society tells us normally expected behaviour in our time and promotes harmonious living in the society.
4. **Mores:** These are strongly held norms that usually have a moral connotation and are based on the central value of culture. Mores are very important in all human societies. For instance, most countries of the world have mores against treason and murder. Violation of mores attracts strong negative reactions from the populace.
5. **Folkways:** Folkways are norms governing everyday behaviour which are important in shaping the behaviour and conduct of members of a given society.  
Similarly, folkways are norms that permit a wide range of individual interpretation as long as certain limits are not overstepped. Significantly, mores and folkways guide individual conduct as well as interpersonal relationship.
6. **Love:** To care very much about someone or an institution is love. Especially, to care for a member of your family, society or about your country. Love is, therefore, a strong factor of why people live together.

7. Law: This is another factor that promotes living together of people in the society because it is an instrument of social control backed by organized sanction of the state.

From the above definition, four inferences can be deduced: (1) there is the need for social control; (2) the need for organized sanction; (3) the endorsement of the organized sanction by the state; and (4) the use of law as the instrument of society controlled by the state.

### **ACTIVITY I**

1. What do you understand by living together?
2. Itemise four factors that promote living together.

### **ASSIGNMENT:**

What are the factors to be considered in living together?

### **SUMMARY**

Various factors that promote living together as discussed in this unit are: customs, morality, norms, mores, folkways, love and law. In order to live together peacefully, there is the need for social control, organized sanctions and the rule of law.

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- Fakinde, D.A. (2007). Questions and Answers on Concepts, Methods and Issues in Social Studies. Akure: Reaky and Sons Publishers.
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## **UNIT 6: CONSOLIDATION**

### **INTRODUCTION**

This Unit is a summary of all the topics treated in the module. The attempt in the Unit is to consolidate all that you have learnt. As you read the Unit, put down some points that will make you remember the concepts in the module. Where you find it difficult to understand what is summarised here, go to the relevant Unit where the ideas are discussed and re-read it.

### **OBJECTIVES**

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

1. state all the major points read in this unit; and
2. summarize what you have learnt in the unit.

### **HOW TO STUDY THIS UNIT**

- Read the unit carefully.
- Understand one section before going to the other.
- Re-read complex areas, where necessary.

### **WORD STUDY**

Take note of the unfamiliar words stated in each of the units in this module. Turn to your dictionary if you come across any other words that you are unfamiliar with in the unit.

The first unit of this module is concerned with many aspects related to the family. These aspects include concepts of family, types of family, family culture, forms of marriage and functions performed by the family. The unit ends with problems of marriage. You are expected to be conversant with all the ideas raised in the unit about the family.

The second unit looked at the meaning of safe age for marriage in Nigeria as a concept different from one culture to the other. The issue of age safe for marriage was discussed under the marriage act, Islamic law and customary law.

In the third unit, the concern is with groups and their composition and functions. Types of kinship and its importance are the preoccupation of the second part of the unit.

Various factors that promote living together as discussed in unit four are: customs, morality, norms, mores, folkways, love and law. In order to live together peacefully, there is the need for social control, organized sanctions and the rule of law.

### **ACTIVITY 1**

State five major points discussed in this module.

### **ASSIGNMENT**

List ten major points raised in the unit.

## **SUMMARY**

The consolidation in this unit should make you understand the preoccupation of the module better. You should be conversant with the points raised in the unit.

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# **MODULE 3: MAN AND HIS PHYSICAL ENVIRONMENT**

## **UNIT 1: MAN IN HIS PHYSICAL ENVIRONMENT**

### **INTRODUCTION**

In this unit, efforts will be made to study man in his physical environment. To this end, how the physical environment influences man and how man influences his environment will be discussed.

### **OBJECTIVES**

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

1. define the concept of physical environment;
2. explain how physical environment influences man's activities; and
3. discuss how man influences the physical environment.

### **HOW TO STUDY THIS UNIT**

1. Try a free sketch of the map of Nigeria.
2. Try to understand the main ideas.

### **WORD STUDY**

Physical environment: mountains, rocks, seas, oceans, trees and rivers.

Climate: weather condition of a given place

Vegetation: total plant cover of a particular place such as trees, shrubs and grasses

### **UNDERSTANDING THE CONCEPT OF PHYSICAL ENVIRONMENT**

The nebulous nature of the concept, physical environment has made authors to view the idea differently. However, for our need, it can be described as all the natural phenomenon in our surroundings such as mountains, big trees, oceans, seas, deserts, rocks, lakes, thick forests, swampy areas, drainage and savannah belt.

On the other hand, physical environment can be attributed to man's continuous activities on the earth's crust. For example, we have houses, dams, industries, trunk A – C roads, motor vehicles, trains, aeroplanes, ships and other sophisticated types of equipment manufactured as a result of Science and Technology.

Apart from the above, other components of physical environment include mineral resources such as crude oil, gold, limestone, coal and bitumen, among others. It also includes relief features, soils, atmosphere, weather and climate, vegetation, and water bodies (ponds, streams, rivers, lakes, lagoons, seas and oceans).

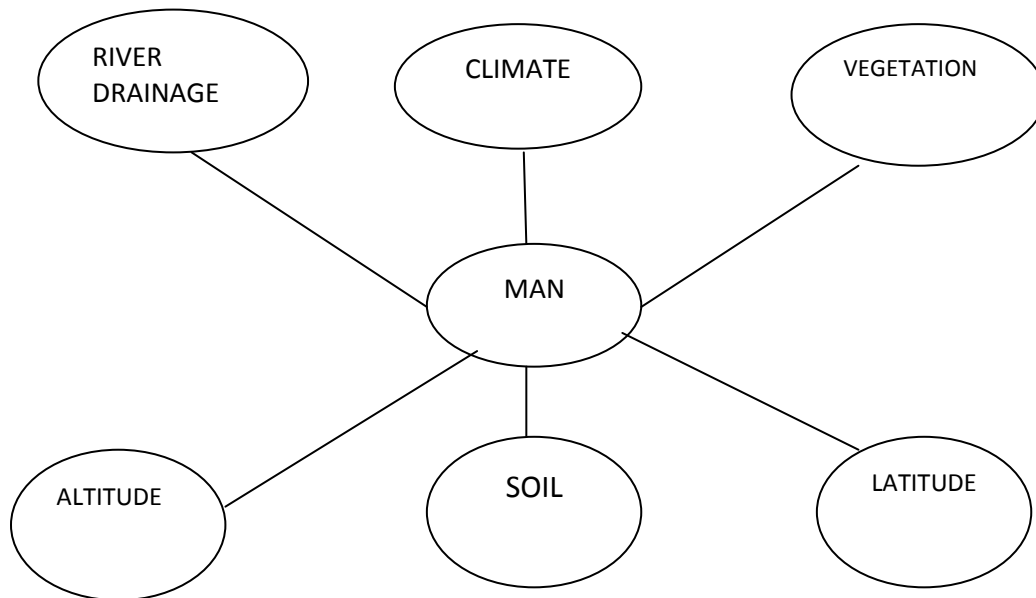
### **MAN'S INFLUENCE ON THE ENVIRONMENT**

- a. Man makes goods and services to satisfy his needs.
- b. Man cultivates the land to produce different crops and keep herds of cattle.
- c. Man builds houses for protection.
- d. Man makes musical instruments, composes songs and dance to its tunes.
- e. Man constructs dams for irrigation, transportation, fishing activities and electricity supply.
- f. Man constructs roads to move goods, services and people from one place to another.
- g. Man constructs seaports and airports for international movement of people and goods.
- h. Man constructs railway lines to ease the movement of bulky goods and mineral resources within and outside the country.

## HOW THE ENVIRONMENT INFLUENCES MAN

- a. Where there is fertile land – man grows cash and food crops.
- b. Where there is good grass – man keeps livestock.
- c. Where there are rivers and water bodies – man practises fishing activities, irrigation, farming, transportation, and electricity supply.
- d. Where there is forest – felling of wood to make planks e.g. places like Ibadan, Ife and Sapele is done.
- e. Man wears clothes and some form of body cover to protect man from cold.
- f. Where rainfall is less – such as Northern Nigeria, farmers grow crops such as cotton, groundnut, millet, maize, guinea corn and beans.
- g. When it is night – man sleeps and works when day breaks.
- h. Man engages in different vocations in his environment – bricklayers, carpenters, teachers, doctors, engineers, lawyers and farmers.
- i. Man builds houses/shelter to protect him from sun, rain, heat and excessive cold.

Fig 1: Man's relationship with the physical environment



### ACTIVITY I

1. What do you understand by physical environment?
2. How does man influence the environment?

### ASSIGNMENT

Discuss in details how the physical environment influences man.

### SUMMARY

The unit surveyed man and his environment. It discussed the concept of physical environment and how man influences it through building, singing, constructing, etc. It also describes how the environment influences man.

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## **UNIT 2: GEOGRAPHICAL FEATURE OF NIGERIA**

### **INTRODUCTION**

In Social Studies, you will learn about the human being in his physical environment. This environment is made up of some geographical features – These include the Relief i.e. highlands and lowlands; climate and vegetation. Drainage system of any given place, or area is also part of physical or geographical issues.

In this unit, we will be looking at these geographical features as they relate to Nigeria. We shall also look at how the people of Nigeria are affected physically by their environment and how they, in turn, influence their environment.

### **OBJECTIVES**

By the end of this unit you should be in position to do the following:

1. identify the Relief features of Nigeria;
2. discuss the climate condition in Nigeria;
3. enumerate the types of Vegetation cover of Nigeria;
4. delimit the drainage system of Nigeria; and
5. appreciate how these features influence man in Nigeria;

### **HOW TO STUDY THIS UNIT**

1. Read this unit careful.
2. Make references to an Atlas which carries maps of Nigeria
3. Try drawing the sketch map of Nigeria, inserting the various features

**NOTE:** ALL ANSWER TO ACTIVITIES AND ASSIGNMENT AREA AT THE END OF THIS BOOKS

### **WORD STUDY**

Relief	-	The highlands and lowlands of an area
Climate	-	Weather conditions, which have been studied over a long period
Drainage	-	The system through which water is carried off the land
Vegetation	-	The plants (tree and grass) Cover of the land
Geography	-	that part of social science that discusses man's environment i.e. where he lives.

### **MAN'S ENVIRONMENT**

Man's environment is made up of land (hills and valleys) water, air vegetation and animals (Flora and fauna) and climate. These together affect the activities and way of life of man. In Nigeria, man's physical environment are the geographical features of relief (highland and lowlands), climate, vegetation and drainage systems surrounding him. Man dwells in houses in his physical environment, and engages in various activities dictated by his environment, in any country.

For example, in the water environment such as riverine line, Lagos and creeks areas, fishing is the major economic activity. In areas of the country where there are grassland, cattle, sheep and goats are reared in large numbers. In other areas where good soil, climate and vegetation combine favourably, cultivation of various crops becomes the main occupation. Hence, we often say, in Social Studies, that the physical environment influences man and sometimes man influences his physical environment, by use of his knowledge of science and technology.

## ACTIVITY I

1. Enumerate four major aspects of man's physical environment.
2. Explain what is meant by (a) Relief (b) Flora and Fauna
3. Which three features combine together to show the types of crops grown in a place?
4. Which environment dictates the activities of (a) Fishing (b) Farming (c) Rearing?

## THE RELIEF FEATURES OF NIGERIA

A look at the relief map of Nigeria, below (Fig 1) gives information about the surface features of Nigeria – its highlands (Mountains, hills plateaux and uplands) Lowlands (Plains, valleys and basins). The highlands or uplands are separated from each other by lowland and valleys created by rivers.

The relief map shows that, Nigeria is highest in the East (1,500 metres) north (600 metres) and West (300 metres) above sea level. The Low – lying areas are found in the centre where river Niger and Benue runs through, and the south where other rivers like Ogun, Osun, Forcados, Imo and cross drain into the Gulf of Gunia. Yobe and Hadejia River also flow into Lake Chad. The mountains and hills give sources to all the rivers that flow within the country, except Niger and Benue, which take their sources outside the country.

The Lowlands lie in the basin of the major rivers include, Sokoto plains, Niger – Benue, Chad Basin, Coast Lowlands of Western and Southern – eastern Nigeria, and the Coastal margins and swamps which boarder land and the sea

Importance of Highlands: Towns and villages are built on highlands for protection against enemies in the past. They are sources of minerals. They are sources to river and create water falls for HEP. They cause rain and provide grazing pastures for cattle.

Importance of lowlands: Lowlands provide good agricultural lands areas for transport, facilitates areas for people to live on, water for domestic and other uses. Some minerals like oil are found in lowlands, and lowlands provide grazing pastures to animals during dry season.

## CLIMATIC CONDITIONS OF NIGERIA

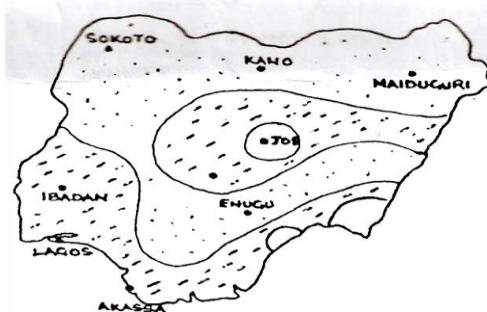


Fig. 2: Mean Annual Temperatures of Nigeria.

### KEY

Hottest Areas (27<sup>o</sup>c+)  
Moderate Hot 24<sup>o</sup> -27<sup>o</sup>c  
Cooler Area (2<sup>o</sup>c & below)

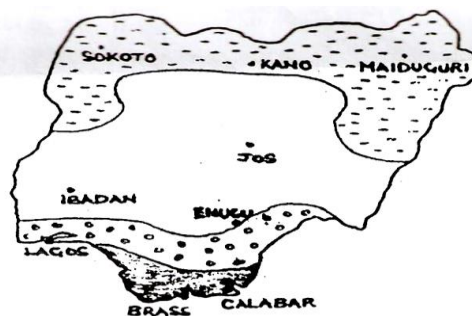


Fig. 3: Total Annual Rainfall of Nigeria

### KEY

Under 100cm  
100cm - 200cm  
200cm - 300cm  
over 300 cm



The above maps of Nigeria (Fig. 2 & Fig 3) Show the climatic conditions of the country with regards to annual temperatures and rainfalls. The changing conditions of the atmosphere of a place at a particular time are often described in terms of temperature, cloud cover, visibility, pressure wind, humidity and rainfall that is called the weather of a place. When these elements of weather are studied for a long period of say thirty to forty years, the average weather conditions results in the climate of the place.

These weather and climate elements are sometimes affected by such factors as the latitude, altitude, relief winds and nearness to water bodies like rivers, sea and oceans.

Temperatures in Nigeria vary from place to place, and from season to season. When water evaporates from water bodies into the air, the air is said to be humid.

Rainfall, on the hand is caused by the three factors – heat, relief, and cold air. These give us the three types of rainfalls we experience in Nigeria, namely the conventional, orographic (relief) and frontal rains.

Nigeria experiences two seasons. The wet season is from April to October, when the tropical maritime air comes from the south and drops its moisture as it progresses to the north. Rainfall diminishes from south to north. The dry seasons is from November to March when the tropical dry continental air comes from North – east with harmattan winds. Even during this period, there is rain throughout in the coastal of the delta area. Harmattan mornings are misty, while the afternoons are hazy. While the rainy season starts in Lagos by March – April, it starts in Bauchi by May – June.

The weather and climatic condition determines the types of vegetation and farming that goes on.

## ACTIVITY II

1. Draw a sketch map of Nigeria showing the relief.
2. List three importance each of (a) Highlands (b) Lowland.
3. Name 4 elements of weather and climate.
4. How does the climatic condition affect Nigeria?

## TYPES OF VEGETATION OF NIGERIA

Vegetation means the plant cover of an area. Such a cover will include the tree and grasses that can be seen. In Nigeria, there are four factors that make the vegetation cover different from one area to the other. These factors include the relief, the soil, the climate and the activities of man.

There are two broad vegetation belts in Nigeria – The forest and the grassland belts. As Shown in Fig. 4, the two broad belts are sub – divided into seven vegetational belts.

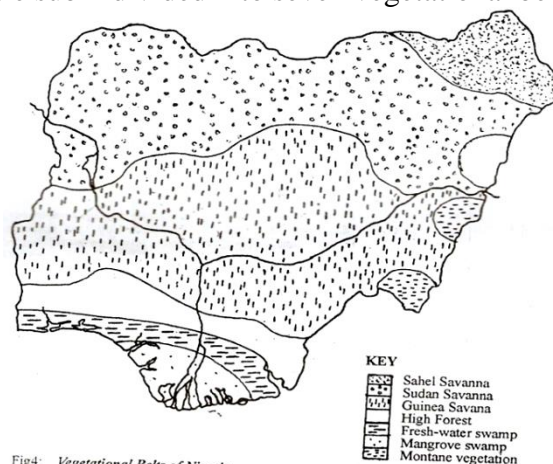
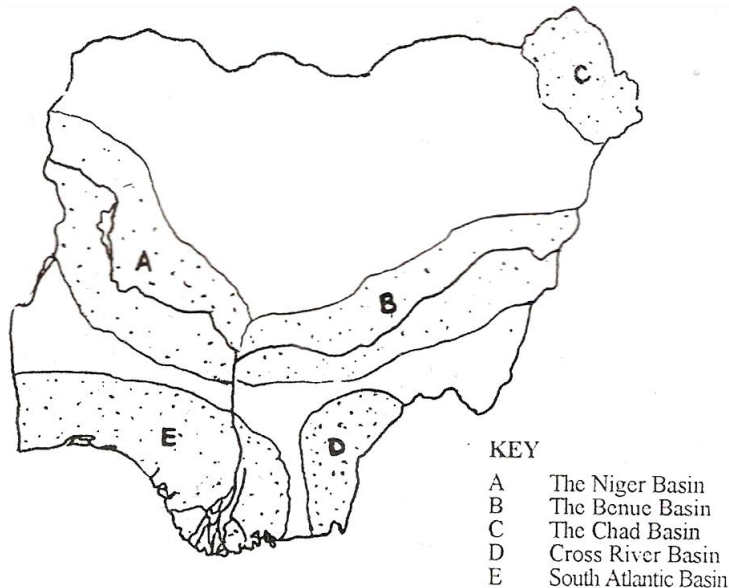


Fig4: Vegetational Belts of Nigeria

These belts almost run roughly parallel from the east of the country to the west, and determined by the climatic conditions of Nigeria.

The grassland is divided into three – from top is the Sahel Savanna, followed by the Sudan Savanna, and the largest area is covered by the Guinea Savanna. The forestland is also divided into three. These are high tropical rain forest, followed by the fresh water – swamp, and the mangrove swamps on the coastal fringes. The seventh type is the montane vegetation found in Jos, Obudu and Gembu areas which are temperate in nature, and differ greatly from the others.



Some game and forest reserves are treated in different parts of the country to conserve these resources. Timber for building, and firewood for cooking are got from these forest and grasslands. Vegetable foods, fruits are some of the product including palm produce, rubber, cocoa, kola, gum Arabic and shea nuts. The forest and grassland also provide fertile lands for agriculture purposes.

### **DRAINAGE BASINS OF NIGERIA**

As discussed earlier in this unit, you will realize that Nigeria is divided into four upland areas by rivers and their basins. You will recall that we have:

1. The north – central Plateau
2. The Western uplands
3. The Eastern Highlands and
4. The Udi Plateau

In between these highlands are low lying areas, that contain major rivers or lakes which collect the drainage from highland named above, Each of this drainage areas is called the basin. These are shown in fig. 5 accordingly. We have five river basin areas and they are:

- (a) The Niger Basin
- (b) The Benue Basin
- (c) The Chad Basin
- (d) The Cross River Basin and
- (e) The South Atlantic Basin

Many rivers and their tributaries flow into these basins on their way to other rivers, the lake Chad or the Atlantic Ocean. Such rivers include Rim, Zamfara and Sokoto and Ogun rivers that flow

into Niger river. The Gongola Wase, Donga, Katsina, Ala rivers that flow into Benue River. Hadejia, Yobe and Gana rivers flow into the Atlantic Ocean. A map illustrating the major rivers of Nigeria and the importance of the rivers, including their characteristics and uses will be shown and discussed into details in unit 2 of module.

2. The river basins provide land for irrigation and farming

### ACTIVITY

1. Draw a map of Nigeria, showing the vegetational belts.
2. State 3 items of economic importance got from (a) forestland (b) Grassland.
3. Identify the 5 major drainage basins in Nigeria.
4. Discuss the major economic important of the river basin in Nigeria.

### ASSIGNMENTS

1. Identify what constitutes the geographical features of Nigeria.
2. Draw a map showing the relief and drainage features of Nigeria.
3. How do the physical environments in our country dictate the types of activities we engage in?

### SUMMARY

- Man's physical environments are made of the relief, climate, vegetation and drainage systems
- These features determine the type of food we eat, the houses we build, the clothes we wear and the works we do
- The relief of Nigeria is made up of highland. The North – Central Plateau, the Western uplands, the Eastern highland and the Udi plateau. The lowlands include the plains and river basins in between the highlands
- The weather and climatic conditions – the temperature, the rainfall, humidity winds etc have effect on the way we live.
- The vegetational cover is divided into two broad belts – the forest areas and the grassland areas known as the savanna. They provide some products like timber cash crops, food crops firewood and games (Fauna)
- The main river basins are those of Niger, Benue Chad, Cross-River, and the South Atlantic basins and they provide agricultural lands and dams for finishing and irrigation purposes.

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## **DRAINAGE SYSTEM OF NIGERIA**

Drainage is the system through which water is carried of the land surface. This system includes rivers, streams, rivulets, flood water and lakes.

Nigeria has two major rivers – The River Niger which is the longest and the river Benue. The two Rivers divide the country into North, West and East. The two rivers meet at a confluence in Lokoja, Kogi state. Other main rivers in north include rivers Sokoto, Zamfara, Kaduna, Hadejia, Yobe Komadugu, Gongola Dorma and Donga; in the western part of Nigeria are Rivers Ogun, Osun, Osio, and Forcados. In the Eastern part are rivers Imo, Anambra, Cross and Katsina Ala. Most of the rivers and rivulets take their source from the highland and plateau in Nigeria. However, River Niger takes its source from the Futa Jalon mountains in Senegal and major river have tributaries. While Sokoto, Kaduna and Moshi rivers are tributaries of river, Hadejia and Dorma drain their waters into Lake Chad in the north – eastern corner of Nigeria. Rivers Niger and Benue and all the other rivers in the West and eastern areas drain their water into the Atlantic Ocean. The other rivers in the Northern part of the country drain their waters into either river Niger or river Benue

### **ACTIVITY I**

1. Identify any three surface water types associated with drainage system.
2. Name the two major rivers in Nigeria and two tributaries of each of them.
3. Draw a map of Nigeria showing the main rivers.

### **CHARACTERISTICS OF NIGERIAN RIVERS**

In Southern Nigeria, rivers are arranged in a north-south direction, because the land slopes to the south. Rivers in Northern Nigeria start from the central highland and flow in all directions, as you can see in the map above.

Rapids and cataracts interrupt the flow of some rivers in Nigeria. This makes it difficult for sea going vessels to navigate up stream. But they make hydro-electric power generation possible e.g. River Niger.

The volume of water in the river vary from season. That means some of the rivers are seasonal. In the dry season of the rivers dry up completely, and expose their sandbanks. In rainy season, the rivers carry a lot of materials in solution and suspension, and so they look muddy.

River Niger flows into ocean through the Nigeria Delta which is a large accumulation of mud and clay carried down the river. Some of the other rivers run along the highlands through drainage basins.

### **ACTIVITY II**

1. Name two rivers that rise from Jos Plateau
2. Why do sea-going vessels find it difficult to navigate on Nigerian rivers? What should be done to solve this problem?
3. What are the characteristic of Nigeria rivers?

### **USES OF NIGERIA RIVERS**

Nigerian rivers, as you will soon realize, can be used for many things they supply water for domestic and industrial uses. Some of the rivers provide water for irrigation purposes, especially in the northern area of Nigeria. Some rivers are useful for tourism and entertainment. e.g. Argungu

fishing festival on river Sokoto or boat regatta on Oron river. In riverine communities, rivers are useful for transportation. Rivers are also useful for generating hydro-electric power and for providing various species of fishes for home consumption in Nigeria.

### **ACTIVITY III**

1. Make a list of the rivers in your region and indicate them on map.
2. In what 2 ways do rivers influence man.
3. Name three mean of transportation in riverine areas.

### **ASSIGNMENT**

1. On a sketch map of Nigeria show two major rivers and as many main rivers as you can remember.
2. On an outline map of Nigeria, locate and name.
  - (i) a delta
  - (ii) a natural lake
  - (iii) a man – made lake
  - (iv) a confluence town
  - (v) Sokoto and Zamfara rivers
3. Enumerate the six uses of Nigerian rivers.
4. Itemize four characteristics of Nigerian rivers.

### **SUMMARY**

- Drainage, which includes rivers, streams, rivulets and lakes, is a system through which water is carried off the land in an area.
- Rivers Niger and Benue are the two major rivers in Nigeria; other main rivers include rivers Sokoto, Kaduna, Hadejia, Gongola, Donga in the north. Other rivers are Ogun, Osun and forcados rivers in the west and rivers Imo, Anambra and cross in the east.
- Nigerian rivers are interrupted by rapids and cataracts, while some of them are seasonal. In rainy seasons, they carry a lot of debris'. The rivers in south drain into the Atlantic Ocean, while those in the north are either tributaries to rivers Niger and Benue, or flow into Lake Chad
- Rivers in Nigeria are used for domestic and industrial purposes, irrigation, transportation, tourism, fishing, and for generating hydro-electric power supply.

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## **UNIT 4: FOOD FROM THE ENVIRONMENT: FRUITS, CEREALS AND ROOTS**

### **INTRODUCTION**

Food is one of the basic needs of man. Man cannot live anywhere without food. But man is found in virtually every part of the earth's surface. This means that wherever he lives, he tries to find answer to his food problem by exploring ways and means by which he can get food for survival. In this unit, we shall be examining the issue of man's adaptation to his physical environment in his search for food, with particular reference to fruits, cereals and roots.

### **OBJECTIVES**

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

1. state what fruits, cereals and roots are;
2. give at least two examples each of fruits, cereals and roots in Nigeria;
3. describe how at least an example of each (Fruits, cereals, roots) is raised and used for food in identified communities or areas in Nigeria;
4. appreciate the fact that our physical environments are food resources bases, and that man has, through time, looked for his food in his environment; and
5. explore your physical environment for more food production.

### **HOW TO STUDY THIS UNIT**

In studying this unit, you should:

1. from time to time stop to reflect upon the food crops of your local area: those that are harvested in wild setting; those that are cultivated (i.e. domesticated), and the conditions of climate, soil and drainage under which this is done;
2. have atlas by your side to check on spatial information;
3. have a dictionary around you to check on unexplained concepts that may be difficult to you; and
4. ensure that the various activities and the assignment are done.

### **WORD STUDY**

The following concepts are briefly explained to aid your understanding of this unit:

Spatial	-	of space
Wild	-	living in natural conditions; not tamed or cultivated
Domesticate	-	to make to be able to live with man and serve his needs
Genetic inheritance	-	the effect of parental genes on the development of a living things

### **MAN AS HUNTER - GATHERER**

Faced with survival problem, and having recognized food as one of his basic needs, man was for a very long time (in fact, millions of years) a hunter of wild animals and gatherer of berries, fruits and nuts. For his food, he depended on what nature provide in the forest, grasslands, rivers and lakes within his environment. This could be seen as the primitive levels of man's adaptation to his physical environments.

### **ACTIVITY I**

1. To survive by feeding, early man engaged in two main activities. Name these activities
2. List three items which he gathered.
3. Provide one word or a phrase for the hunting and gathering ground of early man.
4. What would you call the tendency in the early man to rely on his immediate environment for his food needs?

## MAN'S DOMESTICATION AND BREEDING OF ANIMALS AND PLANTS

About ten to fifteen thousand years ago, man, having in his course of gathering and hunting, identified some strain of animal and plants as useful to him, decided to start a process of domesticating them. This process, although initially an unconscious act, became more consciously pursued in later time. It also helped man to live a more settled life.

Apart from the factors of need and usefulness, it is also necessary to appreciate the roles of climate, vegetation and soil conditions in making such domestication possible. Man's adaptation to his environment is, therefore, also evident at the level of his initial (plant, animal) domesticative behaviour.

In more recent times, man has, through research, made more progress: he identifies species of animals and plants (his sources of food) and breeds new forms that meet his personal needs better, and are more adaptable to environmental controls.

### ACTIVITY II

1. What do we mean by domestication of animals and plants?
2. When did man begin the domestication of animals and plants?
3. What is to breed?

### FRUITS CEREALS AND ROOTS

Through the processes of domestication and cross-breeding, man, today, has different kind of fruits, cereals and roots around him which serve part of his food needs. Let us go through the list below which show some of the fruits, cereals and roots in Nigeria, today:

<u>Fruits</u>	<u>Cereals</u>	<u>Roots</u>
Pawpaw	Wheat	Cassava
Mango	Sorghum (Guinea Corn)	Cocoyam
Lemon	Millet	Yam
Orange	Rice	Sweet potato
Pineapple	Maize	
Guava		
Banana		

In Nigeria, people cultivate fruits, cereals and roots only where conditions of climate, soil and drainage permit. This is another level of adaptation to environmental controls in the search for food. Let us briefly examine two members each from the above groups of food crops in terms of environmental controls to which man has responded as sources of food:

### FRUITS

#### (a) **Pawpaw:**

The pawpaw plant is indigenous to soil America and the West Indies. It is planted in a well-drained sandy loamy to clay loamy soil at altitudes below 1000m. These are conditions for its growth. An annual rainfall of 1500 - 2300mm over such an area is necessary.

#### (b) **Mango:**

This is the fruit of a tree that grows widely in tropical countries, especially outside saline swamps and rocky or dry sandy terrains. Mango has either American or Asiatic origin. The flesh of the fruit is, when ripe, juicy, sweet and yellow in colour. The fruit has, embedded in it, a hard elliptical seed.



## **CEREALS**

### **(a) Sorghum (Guinea Corn):**

The guinea corn is a cereal (grain crop) that may have originated in tropical Africa. The plant grows to a height of about 3.5m and the grains constitute staple food of people in the northern part of Nigeria and West Africa in general. Guinea corn does well on a wide range of soils. It requires about 380-630mm of rainfall during the period of growth. It needs a hot and dry weather for the ripening of the grains.

### **(b) Millet:**

This is also a plant producing food grain. The plant grows and thrives in arid areas. The grain, therefore, constitutes the staple food of people in areas north of the guinea corn belt where it is most widely cultivated.

## **ROOTS**

### **(a) Cassava:**

Cassava is a root tuber which originated in Brazil and South America. It grows to a height of between 1.8 - 3.6 metres. Cassava plants are widely distributed but yields appear to be highest under conditions of rich - drained loamy soil over medium rain fall.

### **(b) Cocoyam:**

This is an important root crop cultivated in the forest belt of West Africa. It is next to yam and cassava among root crops in importance. Cocoyam requires a rich, loamy soil and a reasonably high amount of rainfall during the period of growth.

## **ACTIVITY III**

1. How did man come by the fruits, cereals and roots growing in his neighbourhood?
2. Name 3 fruits, 3 cereals and 3 root crops found in Nigeria.
3. In which parts of Nigeria are cereals more widely grown?
4. In which parts of Nigeria are root crops more widely grown?

## **YOU, FRUITS, CEREALS AND ROOT CROPS**

Do you know that fruits, cereals and root crops are important to the functioning of your body? Fruits give vitamins and minerals to the body, while cereals and root crops provide carbohydrates. How do you normally meet your food needs in terms of fruits, cereals and root crops? Perhaps you buy all these from the local market. Have you ever considered the possibility of raising fruit trees and cultivating cereal plants and root crops around your house? If you have not: try something in this direction (raising fruit trees and cultivating cereals and root crops around your houses, depending on environmental conditions). In no distant time, you may start to reap baskets of food. Would you be happy with that? I guess you would!

You would be delighted to watch your food and fruit crops grow into maturity. You would save a lot of money which you presently spend on fruits, cereals and root tubers for other pressing needs.

## **ASSIGNMENT**

1. Make a list of fruits, cereals and root crops produced in our Local Government Area.
2. Which two factors may make it difficult to cultivate fruits, cereals and root crops of our choice in our immediate surroundings?
3. Arrange the following food and fruit crops into three groups (fruits, cereals and root crops): cassava, wheat, yam, maize, pawpaw and mango.
4. In which part of Nigeria are the following cereals and root crops most commonly cultivated: millet, guinea corn, yam, cocoyam, cassava, and wheat?.

5. What do we stand to gain from forming the habit of raising fruit trees, cereals and root crops in our surroundings?
- 6.

### **SUMMARY**

- Through the processes of domestication in the distant past and scientific cross-breeding in more recent times, and given favourable environmental conditions, man, today, has varieties of fruits, cereals and root crops either around his home or in the immediate surroundings of his settlement.
- In Nigeria, fruits such as pawpaw, mango, lemon, orange, pineapple, guava and banana may be recognized. Among the cereals are: wheat, guinea corn, millet, rice and maize. Yam, cocoyam and sweet potato are good examples of root crops. These food and fruit crops have, over the years, helped to meet part of the food needs of Nigerians.
- Unfortunately, many Nigerians keep expending large parts of their scarce financial resources on purchasing these items (fruits, cereals and root crops) from their local markets. But it may be possible to raise some of these personally, in the neighbourhood and save scarce resources for other pressing demands.

### **REFERENCE**

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## **UNIT 5: ENVIRONMENTAL PROBLEMS: EROSION AND DROUGHT**

### **INTRODUCTION**

Man interacts with his environment and exploits the environment to cause some problems. Such problems may include erosion. To a large extent, erosion, especially water erosion, is aggravated by man. This, he does, through activities such as farming, lumbering and deforestation in general. When the problem of erosion arises, man finds means of solving the problem. This unit will deal with the problems of erosion and drought in Nigeria and ways of solving these problems.

### **OBJECTIVES**

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

1. identify the causes of soil erosion;
2. describe how man has been able to cope with this problem;
3. appreciate the need to prevent a problem rather than solving it; and
4. identify the problems of drought in Nigeria.

### **HOW TO STUDY THIS MANUAL**

1. Think of how to make positive contributions to the environment.
2. Try to relate the current economic hardship to the general environmental conditions.

### **WORD STUDY**

Erosion: Act of wearing a way.

Climate: A composition of the day-to-day weather conditions, and of the atmospheric elements for a long period of time.

Technique: Skilled way of doing something.

Slogan: Phrase used in publicity.

### **SERIOUS EROSION IS MAN-MADE**

There are major types of erosion. There is the glacial erosion. This occurs in cold regions where there are glaciers. There is also the wind erosion. This type is dominant in the desert region of the world. The third type is the water erosion. This is very common in Nigeria. For the sake of relevance, we shall concern ourselves with water erosion in Nigeria.

In unit seven, we shall see how man deforests the land through various activities such as fanning. Lumbering, bush burning and road construction, leading to exposure of the land to climatic elements, particularly rain fall. Rain falls on the surface of the earth to produce run off in form of torrents or streams and rivers. As this water flows on the bare soil, it detaches the soil particles and washes them down the slopes. Furthermore erosion may result not gully erosion. This devastates the land thereby limiting man's activities. A good example can be found in the Agulu - Nanka - Oko area of Anambra State.

### **ACTIVITY I**

1. Explain two reasons behind the occurrence of serious erosion such as gullies in Nigeria.
2. What role is played by precipitation in bringing gully erosion?
3. Why do you think that water erosion is more relevant to us in Nigeria than glacial or wind erosion?

## **SOLVING THE PROBLEM OF EROSION IN NIGERIA**

Man, through his activities, has created the problem of erosion. Given an eroded portion of land, how does man solve the problem of erosion in that environment? Man thinks of various ways by which he can halt the menace of this soil erosion. He probably will want to try some basic erosion controlled practices, such as contour farming and terracing. He may also wish to introduce some soil management ideas and practice into routine farming. Such ideas may include growing the right type of crops at the right time and in correct sequence and using green manure and fertilizers to maintain soil structure and fertility.

In addition, man may want to construct water courses, drainage ditches and soakaways. Furthermore, he may create forest reserves to prevent human interference. He may prohibit farming activities on this piece of land. Finally, he may plant some trees that will help hold soil particles together, thereby preventing soil particles from being washed

### **ACTIVITY II**

1. State what you should do if you are confronted by a problem of erosion in your community.
2. It is always said that "Prevention is better than cure" How do you want to relate this statement to the problem of erosion in Nigeria?
3. "Plant a tree a year" seems to become a popular slogan nowadays. How has man been able to realistically achieve this objective?

## **THE PROBLEM OF DROUGHT IN NIGERIA**

Drought is a continuous dry weather, which results from shortage of rain. When there is a prolonged period of little or no rain, drought occurs. You should know that water is very important to animals and plants. The living of plants and animals depends heavily on water. When drought occurs plants do not have sufficient water for their growth, and many of the plants, including both annuals and perennial food crops, become stunted in growth and eventually die off. This situation leads to food shortage. Or what is commonly referred to as famine. The annual food crops (yearly grown) such as rice, maize, yam, cocoyam, beans groundnuts soybean, etc. are first affected by drought. Cash crops, such as cotton, groundnut and cocoa are also affected. The food crops will produce low yield, if they produce at all. The resultant scarcity of food will bring about inflation in the prices of food items. Those who depend on cash crops will have a very low income as well, During the period of drought, it is not only the plants that are affected animals and human beings are also affected. Animals also need water to drink in order to sustain their lives. Besides and equally important, animals eat grasses and leaves. Grasses will dry up during drought and animals will not have enough to eat For some years in the recent past, part of our country in the north suffered from drought. Many animals, especially cattle, sheep, goats and camels died in large numbers. The livelihood of the animal rearers in the North was badly affected In order to sustain the lives of the remaining animals, they had to migrate the cattle to the southern part of Nigeria in search of water and green pastures, especially along river courses.

You should note that man also depends on both plants and animals for his survival (Man is a carnivorous animal). When the plants and animals are affected by drought, then man is also directly affected in the first place, this lack of rain will reduce the amount of water that will be available for man's domestic and industrial use. Man will not have enough water to drink, wash, cook and to take his bath. Industries that use plenty of water will also be affected. Low volume of water will also affect our hydro electric power system, resulting in incessant power failures and black outs. Apart from this, drought brings scarcity of food and meat on which man depends. If man does not get the required amount of food that his body needs, he will suffer from hunger and

malnutrition. In the process many people will die. Others will have to migrate to other areas where they can get food. You would have noticed that many foreigners from the republics of Mali and Chad migrated to Nigeria a few years ago. This was as a result of drought. This international migration causes a problem of refugee administration.

From the foregoing you will realise that drought is a serious natural problem to man. It affects the lives of man, his activities and his products. This poses a serious challenge to man. In some advanced countries of the world, this problem has been successfully tackled. How do you think we can tackle the problem in Nigeria?

### **ACTIVITY III**

1. Plant a maize seed in a can filled with soil. Label it A. Plant another maize seed in a can filled with soil. Label it B. Every morning, sprinkle water on maize A. Do not add water at all to maize B. After about three weeks, compare maize A with Maize B. Record the differences you notice in three sentences.
2. Have you ever seen cattle rearers migrating from one place to the other during the dry season? From what directions are they coming and which directions are they going? Why?

### **ASSIGNMENT**

1. How is erosion caused?
2. In what way can man prevent erosion in his locality?
3. List various techniques of combating erosion and arrange them in the order of how practicable and how they can be effectively utilized in combating erosion in your community.
4. Check from parents in your community on how they preserve some of their foods in the local way.

### **SUMMARY**

- Man plays a great role in the formation of serious erosion, particularly the gully erosion. This is done through his various activities thereby exposing the soil to the direct effect of climate. Faced with the problem of erosion, man adopts means of combating this problem through various techniques at his disposal. Efforts are now being geared towards preventive erosion rather than combating it.
- Drought seems to be the major cause of food crisis.
- Animals are not left out of this problem.

### **REFERENCES**

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## **UNIT 6: ENVIRONMENTAL PROBLEMS: POLLUTION**

### **INTRODUCTION**

The idea is to have a very clean environment, but this is not usually the case. The air, the land and the water around us are polluted in one way or the other. This constitutes environmental problems. What are the causes of this pollution? How can the problem of pollution be solved?

In what ways can we maintain a healthy sanitation system? These questions and other related ones are addressed in this unit.

### **OBJECTIVES**

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

1. identify the causes of pollution in our environment;
2. suggest ways by which the problem of pollution can be checked; and
3. appreciate the need to educate the masses on environmental sanitation.

### **HOW TO STUDY THIS UNIT**

As you read through this unit:

1. think of the national environmental day that took place on the last Saturday of every month;
2. think of the heaps of rubbish and waste materials you dispose on that day;
3. cast your mind as to how the rubbish got there;
4. also reflect on how to put an end to the piling up of the refuse; and
5. attempt the activities and the assignment.

### **WORD STUDY**

Pollution: make dirty.

Waste: useless material.

Filthy: very dirty.

Sanitation: Arrangement to protect public health.

### **OUR FILTHY COMMUNITY**

If environment is dirty, our water, particularly drinking water, is polluted. The air we breathe in is not pure. The land itself is laden with wastes as a result of inefficient disposal of sewage. The level of sanitation in our community is generally at low ebb.

As students of Social Studies, think of what causes pollution and poor state of sanitation in our environment. Then think of the ways by which we can solve the problem. First of all, cast our minds to the Lagos lagoon. Have you been to the lagoon before? If yes, were you aware of the offensive odour emanating from the lagoon? How has the filthy odour been brought about?

There are so many factories in Lagos. Many of the industrial wastes flow into the lagoon and further pollute the water. It is not the industrial wastes alone that are washed into the lagoon, many houses do not have toilets. Human faeces from many homes without toilet facilities are also thrown into the lagoon. Think of homes that have no toilets or in our community. Where do the inhabitants defecate?

We use water for many purposes e.g. washing plates, clothes, etc, in our homes. This water flows into the gutters. Do we bother to wash the gutters regularly? Reflect on the heaps of wastes in our cities. Instead of burning them or finding alternative sites for them, Nigerians citizens continue to

pile them up. They then constitute eye sore, Water is retained in most of the cans and broken bottles piled up in the heaps. Mosquitoes are hatched in thousands and bite people living in that community. These inhabitants may develop malaria. They are also vulnerable to other types of diseases.

### **ACTIVITY I**

1. List at least five causes of pollution in our environment.
2. Air pollution is a serious problem in Nigeria? What do you think can cause air pollution in Nigeria? List at least three causes.

### **PURIFYING OUR ENVIRONMENT**

Our environment is polluted. However, we can do a lot to purify our surroundings. If a problem is identified, then a solution can be found to it, on how the problem can be prevented.

Starting from our home, it is necessary for us to maintain good sanitation habit. Waste water from the kitchen should be drained well into a soakaway. If the draining ditches are opened, they should be cleaned regularly to avoid odour. Our wastes should be taken to the incinerator where the rubbish is burnt. It should be made mandatory for landlords to have toilets or latrines erected in homes. This will solve the problem of people passing faeces at any place.

Government should make laws regulating the amount of pollution industries emit into the environment. In the developed countries, factories emitting pollutants into the environment, either in form of smoke, liquids or solids are penalized and made to pay certain amount of money. Although Nigeria has not developed to that level industrially, efforts should be geared towards making factories in Nigeria to minimize pollution of the environment. The environmental sanitation programme embarked upon by the Federal Government whereby the last Saturday of every month is declared a national environmental sanitation day is a step in the right direction. By this, every Nigerian is expected to clean his/her house and surroundings in order to maintain a healthy environment.

However, it may be suggested that there is a need for public toilets which should be made accessible to the masses so that the environment will be better kept.

### **ACTIVITY II**

1. In a community primary school near your house are some heaps of dirty wastes such as leaves, papers, baskets and rags. Think of a way by which these wastes can be disposed.
2. What do you think the government can do in order to purify the water of Lagos lagoon?
3. Do you think the last Saturday of every month is necessary? Why?
4. How do you react to the dumping of toxic wastes in Koko, Nigeria?

### **ASSIGNMENT**

1. Cleanliness is said to be Godliness". How do you think that children should be exposed to a clean habit?
2. Cast your mind to a small rural community where there are no toilet facilities. In some cases, faeces are thrown into the only stream which people depend on for water. As the headmaster of a school in that village, what would you do?

## **SUMMARY**

- The environment is polluted through our living habits and industrial activities. It appears the atmosphere, the land and water bodies are not pure. Filthy materials are found all over the place - in homes, in the streets and other public places. Solving the problem of pollution and sanitation is by no means easy. All hands must be on deck to make the Nigerian environments pollution free.

## **REFERENCES**

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## **UNIT 7: FOREST AND DEFORESTATION**

### **INTRODUCTION**

At a very simple level, a forest can be defined as a tree-covered area or an assemblage of trees. In trying to make his life meaningful and worth living, man has unavoidably adapted to forests. Forests satisfy man's needs in a variety of ways. But unfortunately man himself has become the destroyer and killer of forests. In this unit you will learn about types of forests in Nigeria, their importance, and also the effects' of deforestation.

### **OBJECTIVES**

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

1. explain the concepts 'forest and deforestation;
2. list kinds of forests in Nigeria;
3. identify the resources from our forests;
4. explain the process of deforestation and its effects; and
5. appreciate the need for proper management of forest resources.

### **HOW TO STUDY THIS UNIT**

1. Have a map showing the vegetation zones of Nigeria.
2. Have a dictionary around you to check on unexplained concepts which you may find difficult.
3. Think about those things which members of your community get out of the forest in your area.
4. Do all activities and assignment in this unit.

### **WORD STUDY**

Preserve	-	keep safe from harm or danger
Wild	-	living in natural conditions
Tangle	-	sea weed with long leathery fronds.
Vigour	-	energy
Deplete	-	reduce greatly in quantity

### **FOREST RESOURCES**

Forest resources can be defined broadly as those products obtained from areas of land that are not under continuous cultivation (forests). They include the following:

-	timber	-	dye staffs
-	firewood	-	gums
-	fruits	-	games (bush animals)
-	medicine plants	-	edible vegetable etc

Mangroves are used to build boats and canoes which are used along the lagoons and creeks. Apart from the export of logs, forests support some of the world's largest timber and plywood factories at Sapele and Epe, while other wood based panel factories have been established elsewhere in Cross River and Ondo States. In the dry forest zone and in places at the edge of the high forest, you can find a sawmilling industry in south-western and southern Nigeria where approximately 98% of all sawmills are situated.

Other forest products which feature in the economy include, leaves for wrapping cooked food for sale and special type of leaves for preserving kola nuts. Women and children also earn cash by collecting snails, tortoise and wild fruits. Some people also engage in making mortars and pestles.

### **ACTIVITY I**

1. Define forest resources.
2. Mention 4 resources of the forests.

### **THE FOREST REGION OF NIGERIA**

The forests are found in the southern parts of the country and there are three main types:

- (a) High rain forest
- (b) Fresh water swamp forest
- (c) Mangrove swamp forest

### **DIAGRAM**

High rain forest - This belt stretches from the western boundary of Nigeria South-east wards through Ibadan and Benin across the Niger to the Oban Hills. Its average width is about 130 kilometers. The forests are arranged in three layers. The tallest (about 50 -70m) is made up of trees such as Iroko, walnut, Obeche with grey trunks and few branches which form canopy at the top. Beneath this layer is another layer 19 - 33m high of dense herbs and woody trunks arid leafy branches. The bottom layer is a dense under-growth of about 3 to 5m of ferm, shrubs and plants. They cover the ground surface and make transportation difficult.

Fresh Water Swamp Forest - This is the belt immediately north of the mangrove swamps. It also stretches along the south from around Lagos to Port Harcourt. The vegetation is made up of dense tall trees of scattered variety, the most common being raffia palm which takes over anywhere original vegetation is removed.

The Mangrove Swamp Forest - This forest belt is found along the coast and the Niger Delta region. It is a high rainfall belt. The typical vegetation is made up of mangrove plants of different species. The vegetation is a tangled mass of stems and aerial roots. The roots are aerial because they tend to avoid the surrounding water.

### **ACTIVITY II**

1. Name the three forest belts of Nigeria.
2. Give 3 examples of species of trees found in the high rain forest.
3. Attempt to sketch the forest belts.

### **DEFORESTATION**

Deforestation or removal of natural forest has become a great problem in Nigeria, because of increasing demand for:

- timber
- roads and transportation network
- shelter for the growing population
- city building
- land areas for mining activity
- farm lands
- grazing lands

a lot of natural vegetation has been removed by man in several places.

As the trees are removed, the soils are exposed to heat, down pours of rains and even bush burning. This hardens it and makes it more difficult for new seedling of original species to survive. Soil erosion may set in. As the old species are removed, new species take over and derived vegetation results. This poses a problem to the forest industries in Nigeria. If allowed to continue, Nigeria will be depleted of all its forest resources. A very serious destroyer of natural vegetation is bush fire which is very common especially in the savannah regions. Large timber trees of the forest belt take a very long time to grow but at the rate they are being removed, no trees will be left there in the near future if something is not done to remedy the situation. Coupled with the man-made problems is the natural problem of desert encroachment in the north. - It is clear that there is a problem, a natural problem. We must change our attitudes towards our forests and the resources they offer.

### **MANAGEMENT OF FOREST RESOURCES**

Considering the importance of forest to our lives, we need to take actions that would ensure that forest continues to be part of our total environment. We need to pursue forestation with greater vigour. Afforestation, on its part, is the planting of trees on land that had never been covered by forest. The purpose is to have the land area forested. We should avoid unnecessary felling of trees or burning of our bush.

### **ACTIVITY III**

1. Define 'Deforestation'.
2. Give 4 reasons for deforestation.
3. Mention 2 ways we can maintain our forests.

### **SUMMARY**

- A forest is commonly a tree-covered area.
- The three kinds of forests in Nigeria are the high rain forest, fresh water swamp, and mangrove swamp forest.
- The plants that are members of a forest are important resources which man has exploited over the years to his advantage.
- Mindless exploitation of forest resources has sometimes caused deforestation.
- To ensure that we continue to have enough forest around us, we should:
  - practise afforestation
  - discourage forest burning
  - avoid uncontrolled felling of forest trees
  - always ensure that harvested forest resources are put into proper use.

### **ASSIGNMENT**

1. Identify 3 forest types in Nigeria.
2. List 2 factors responsible for deforestation.
3. List 3 things you should do or not do to help maintain our forests.

### **REFERENCES**

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## **UNIT 8: CONSOLIDATION**

### **INTRODUCTION**

This unit reviews the concepts that have been discussed in Units 1 – 7 of Module 3. The central theme of this module is man and his interactions in his physical environment. The unit that constitutes the module examines the geographical features of Nigeria, population and occupation distribution as well as the general influence of the environment on human development and progress.

In examining this unit, you will identify man's environment, his/her main occupations and the problems associated with the environmental influences. Some suggestions will be put forward on how achieve overall goals and objectives of the module.

### **OBJECTIVES**

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

- i identify man's physical environment;
- ii summarize the types of activities that man performs in his physical environment;
- iii identify problems of man's physical environment; and
- iv suggest ways of improvement of man's physical environment achieve development and progress.

### **THE SURVIVAL OF MAN IN THE ENVIRONMENT**

Man has the desire to survive. However, his survival depends upon the conduciveness of his physical and social environments. Man appears to be endowed with the ability to adapt, but for different situations especially those of the physical environment he faces problems with the environment.

The rich forest, climatic, human and occupational skills have been frustrated by environmental problems such as pollution and populations changes. Physical environments present many problems, so does it offer equally many possibilities. It is up to man to modify his attitudes and values to tap his or her rationality in order to continue to survive, by way of finding access to food, shelter and clothing whatever may be the obstacles.

### **ACTIVITY I**

1. Draw a sketch map of Nigeria showing the relief of Nigeria.
2. State 3 items of economic importance from the forest and grassland.
3. Discuss the major economic problems of the physical environment

### **HUMAN ACTIVITIES AS EFFORTS TO ADAPT TO PHYSICAL ENVIRONMENT**

Human activities like farming, lumbering, boat construction and carving have led to man's removal of natural forests. Road construction, shelter for growing population, city building, land area for mining activities and grazing lands have all contributed to the removal of tress and soil in many places.

In all these activities, the efforts have been for man to adapt to his environment. The pressure on the environment becomes very high when there is high population. A direct connection between population and the environment is in the economic dimension where a country with a large population is likely to run short of land for farming, grazing and forests for wood production.

## **ACTIVITY II**

1. What is relationship between population and environment?
2. State the connection between population and the environment.

## **PROBLEMS FROM MAN'S ADAPTIVE EFFORTS**

Another fact that emerges from this module on man's adaption to his physical environment is that each time man comes up with adaptive device or strategy, he encounters a new problem or he creates one or more for the society. For instance, the construction of dam to hold water to enable him irrigate his farmlands. This strategy gives rise to downstream erosion and flooding of settlements within the dammed basin. In another illustration, man large powered boats enable him to engage distant, high sea fishing using large nets. The problems that arise include fast depletion of the fishes, in the fishing grounds, climatic hazards and storage of the catch. Finally, is the development of urban centres with associated problems of crime, pollution, slums and traffic congestion.

Despite these problems man has made efforts in the areas, of education, infrastructure, town planning and drugs to check the problems.

## **ACTIVITY III**

1. Identify and list five problems arising from man's efforts to adapt to his/her environment.
2. Man solves problems and also creates some Yes or No?
3. Man will never stop solving problems. True or False?

## **ASSIGNMENT**

Summarize the module (Module 3) and identify its central message.

## **SUMMARY**

This consolidation units summarizes Units 1-7 of Module 3.

- The summary reminds us of man's basic needs and his efforts to satisfy the needs that have led to continuous adaptations to his physical environment, a major source of need satisfaction.
- Man has made efforts to rationalize his problems only to end up creating more.
- It is advisable the man should have absolute confidence in his rationality and tap it to the fullest. He should develop a problem solving mind as the right attitude toward adoption to his environment.

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## **MODULE 4: TEACHING AND LEARNING OF NCE SOCIAL STUDIES**

### **UNIT 1: INTRODUCTION TO THE TEACHING AND LEARNING OF SOCIAL STUDIES**

#### **INTRODUCTION**

The misconception in many quarters is that anyone could teach Social Studies as long as the individual is educated no matter the discipline. This trend has partly been responsible for the low image of the subject and also why such “teachers” do not handle the subject well because they lack the basic philosophical and methodological principles of the subject. This unit seeks to clarify some concepts that are important in the teaching and learning of Social Studies.

#### **OBJECTIVES**

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

1. define the key concepts of the unit;
2. enumerate the steps in preparing scheme of work; and
3. discuss the inter-relatedness of the key concepts discussed.

#### **HOW TO STUDY THIS UNIT**

1. Study this unit, step by step as the discussions are presented in stages. Try to apply these in your teaching lessons.
2. Try to understand the main ideas presented in this unit.
3. Ensure that you do all the activities and assignments.
4. Check the answers to the activities and assignments at the end of this booklet.

#### **WORD STUDY**

Transposition: to change the order of two or more things.

Concretizing: definite and specific.

Stakeholders: some people investing money on something.

#### **DEFINITION AND IMPORTANCE OF SOCIAL STUDIES**

The Social Studies has been defined as those portions of the social sciences that are utilized for instructional purpose. You can also define it as a problem-solving approach discipline through which man studies and learn about problem of survival in his environment. It is a study of how man influences his environment and is, in turn, influenced by his physical, social political, religious, economic, cultural, psychological, scientific and technological environments.

From the above definitions, and the ones you have come across before now, you can understand that Man's life is not compartmentalized, and that he can be better understood, if he is studied as a whole with the knowledge about him being presented as a whole body of facts.

What is, however, important about any subject is the way of thinking it encourages in those who learn and teach it. From this point of view, you should understand that Social Studies encourages three very important ways of thinking as stated by Thompson and Bailey (1977):

1. Social Studies encourage awareness of the world;
2. Social Studies develops skills of looking at the world and interpreting what we see; and
3. Social Studies develop our attitudes towards our fellow human-beings in the society.

The importance of Social Studies to the socio-cultural economic, political, and technological advancement of Nigeria cannot be over-stated. There is the need for social integration and national unity in Nigeria which is of great importance. You can be offered this ample opportunity by studying Social Studies. In Social Studies, we learn about our ethnic groups and their socio-cultural, political and economic developments. You also learn to appreciate the similarities in our cultural traits, geographical locations, socio-economic and political contacts, and the interdependences that exist among different ethnic groups so on.

**IDENTIFYING THE CONTENTS OF PRIMARY SCHOOL SOCIAL STUDIES CURRICULUM:**

In accordance with National Policy on Education, a Social Studies curriculum was prepared by the National Primary Education Commission (NPEC) in collaboration with the NERDC, under the auspices of the National implementation committee on National Policy on Education in 1987.

Primary schools curriculum modules 'for primary classes One to Six (1 - 6) have already been prepared in the various subjects offered at the primary school level.

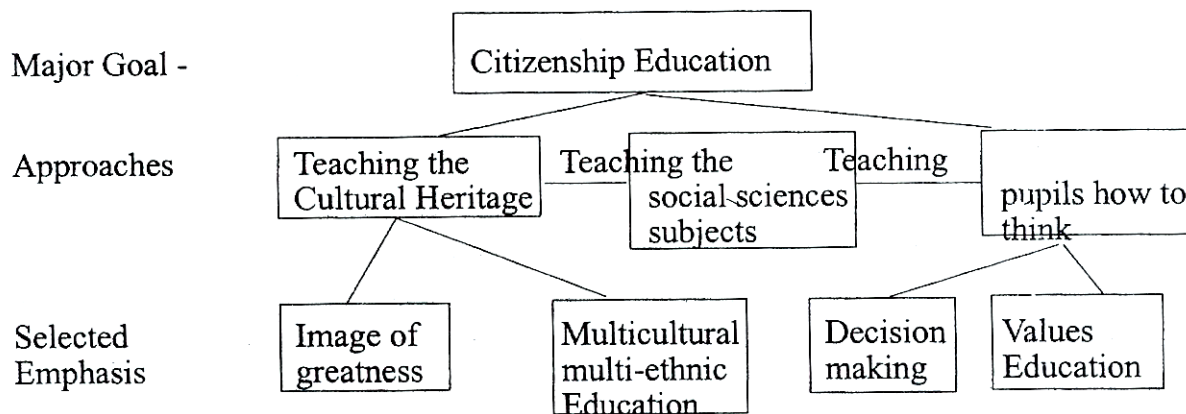
The Social Studies syllabus for Nigeria primary schools is divided into three terms in each of the six classes. In class One, the broad theme starts with "Growing up at home and in school" with such topics as the family, the house we live in, the things we do, our common duties, customs and habits, the food we eat, domestic animals and pets, etc.

Other content areas for Social Studies includes beliefs, definitions opinions, assumptions and hypotheses. Since as you know that it is not everything that is relevant, you have to use certain criteria to select what is desirable.

The criteria to use in selecting content for your Social Studies lessons areas are as follows:

1. Know the curriculum and your subject matter well.
2. Know your pupils and what they already know.
3. The concepts you selected should help to achieve objectives.
4. Concepts selected should be suited to the level of maturity of the pupils.

**FIG 1 BASIC ELEMENTS OF ELEMENTARY SOCIAL STUDIES**



Some basic elements of the content of Social Studies are summarised in graphic form as shown above. Since Social Studies is dynamic and keeps on changing, the goal of producing an effective

citizen is constant hence the illustration on major goals (or objectives) approaches and emphasis, as stated by Welton and Mallam (1981).

From the foregoing, we can conclude that what we teach in Social Studies are from programmes based primarily on history and geography to other social science disciplines. Secondly, they are also from programmes based mainly on transmitting knowledge to information handling by knowing and finding out. Thirdly what we teach comes from programmes based on presenting the narrow approach to Nigerian culture to reflecting multicultural emphasis.

#### **ACTIVITY IV**

1. Who makes the Social Studies curriculum?
2. Apart from facts, concepts and generalizations, what are the other sources of content for Social Studies?
3. Identify three criteria for the selection of social studies; content.

#### **SUMMARY:**

- Contents in Social Studies, are made up of facts, concepts and generalisations based on enumerated objectives.
- The many sources of Social Studies content areas include social sciences disciplines, mass media and resource persons, facts and concepts are the themes and topics.
- The process of uniting various knowledge of the social sciences is known as integration, as each social science subject contributes to Social Studies.
- Other content areas for Social Studies are beliefs and definitions for selecting content include knowing the curriculum, the subject, the pupils' capabilities and objectives of teaching the subject.

#### **CURRICULUM**

A curriculum is the operational medium through which the school displays and coordinates the patterns of transmission, translation and transposition of the educative experiences for which it assumed responsibility. It involves all the planned and unplanned situational and institutional dimensions, as well as the dynamic actualities, documented intentions, the incidents and accidents. Thus, the curriculum can simply be seen as all the planned and unplanned learning experiences in and outside the school for which the school accepts responsibility. It is used to meet specific needs, interests, goals and aspirations of the society. The curriculum should naturally provide directions and guide teachers as they organize appropriate and desirable learning experiences/activities.

The three basic characteristics of the curriculum are:

1. Its objectives must be based on the needs of the child, subject and society.
2. It must be flexible to meet the stated needs of the child and society.
3. It must be constantly evaluated.

It is worthy to note that the primary concern of the curriculum is to improve the quality of individuals in the society.

#### **SYLLABUS**

The syllabus is a description of areas to be covered in a course of study. It lays out content, suggested teaching methods and activities in addition to resource materials to be used in concretizing learning experiences. The layout of these areas to be studied is to pave way for the realization of stated goals and objectives. The syllabus is produced by the government through the



ministry of education working with other education agencies and examination bodies. Before a syllabus is published for use, a great deal of work is done by subject specialists, curriculum experts and other stakeholders in the education industry. Once it is published, it is sent to schools as a guide to effective teaching and learning.

The purpose of the syllabus is to set limits as to what is to be studied and also to create uniform learning experiences and standards in schools all over the federation. It also limits the scope of examination. The Social Studies syllabus in Nigerian primary and secondary schools is laid out either in themes, sub-themes and units or modules and sub-units. In each case, the units are to be expanded or planned. The interpretation of the syllabus actually lies in the hands of the teacher as the chief implementer of the curriculum.

### **SCHEME OF WORK**

The scheme of work is a planned activity that puts the syllabus into usable form. It is the breakdown of the syllabus into a fuller form and logical sequence for instruction. The scheme of work indicates what would be done daily, weekly, monthly and termly for the entire school year. It is usually prepared by the teacher who is charged with the responsibility of teaching a given subject or course.

The steps in preparing the scheme of work are as follows:

1. Get the syllabus and make an in-depth study of it.
2. Identify the number of weeks in the school year and each term.
3. Identify the number of lesson periods allocated to each subject per week.
4. Take into cognizance periods of revision, occasional breaks or holidays and other activities likely to affect the school time-table and calendar.
5. Take topics from the syllabus and logically arrange how they would be taught by allotting sufficient time to cover them.
6. Suggest teaching methods, strategies, learning activities for learners and resource materials to use.
7. Suggest adequate evaluation procedures.
8. Indicate a list of recommended textbooks or other reference materials.
9. Indicate actual work covered each week to give direction on how subsequent learning should be carried out.

It should be noted that the scheme of work is a practical guide to the teacher, as such it needs to be seriously prepared and constantly reviewed to meet changing needs, interest and abilities.

### **ACTIVITY I**

1. Define the following:  
(a) Curriculum (b) Syllabus (c) Scheme of work
2. Explain the procedure a teacher will follow when preparing a scheme of work.

### **UNIT PLAN**

A unit plan is a broad title or topic around which a teacher organizes content, materials and activities to promote in-depth learning. It is the projected plan for carrying out those learning activities and the provision of student activities which lead to the realization of the objectives of a course of instruction.

The teaching unit takes several lesson periods when planned to successfully cover it. The organization of the teaching unit provides a clear sequence of learning experiences from known to unknown. The teaching unit is expected to address and provide answers to questions that cover the

areas of objectives, content to be taught, procedures to adopt and activities to involve students among many others.

### **LESSON PLAN**

A lesson is a prescribed period of instruction. It is the period of contact between the teacher and learners where knowledge is transmitted for the sole purpose of changing the behaviours of learners. The lesson plan is an outline of steps to be taken in a teaching session for the realization of objectives. The lesson plan provides an instant guide to the teacher to ensure that everything goes on smoothly and orderly in the instructional process. Even though the teacher is not a slave to the plan, it ensures adequate utilization of available resources and makes the teacher business-like in the educative process. The lesson plan is prepared for a single lesson period that might last for some minutes. It contains introductory, developmental and concluding activities that involve both the teacher and the learners.

### **ACTIVITY II**

1. By way of definition, differentiate between unit plan and lesson plan.
2. Discuss how the unit plan is inter-related with a lesson plan.

### **ASSIGNMENT**

Draw a simple lesson plan on a social studies topic of your choice.

### **SUMMARY**

Curriculum, syllabus, scheme of work, unit plan and lesson plan are all very important concepts in the teaching and learning of Social Studies. All these concepts are inter-related as later planning efforts are products of earlier plans. The teacher indeed spends several hours preparing outlines, surveying resources and constantly reviewing them to ensure that materials are ready for use at appropriate times.

### **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
- Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.



<b>S/NO.</b>	<b>Types of educational institutions/programme</b>	<b>Sources of syllabuses</b>
1.	Primary Schools	<ol style="list-style-type: none"> <li>1. Headmaster's office</li> <li>2. Headmaster's office in similar schools</li> <li>3. Educational resource centres</li> <li>4. Ministry of Education</li> <li>5. NERDC offices</li> </ol>
2.	Secondary Schools (JSS & SSS)	<ol style="list-style-type: none"> <li>1. Principal's office</li> <li>2. Principal's office in similar schools</li> <li>3. Educational resource centres</li> <li>4. Ministry of Education</li> <li>5. NERDC offices</li> </ol>
3.	Teacher Education T.C. II (Pivotal)	<ol style="list-style-type: none"> <li>1. Coordinator's offices</li> <li>2. NTI offices</li> </ol>
4.	Colleges of Education and Polytechnics	<ol style="list-style-type: none"> <li>1. Head of Departments</li> <li>2. Deans of Schools</li> <li>3. Academic Secretaries</li> <li>4. Registrars</li> <li>5. NCCE offices (for NCE Programmes)</li> <li>6. NCTE offices (for Poly-based programmes)</li> </ol>

### **ACTIVITY II**

List any three sources of Social Studies syllabus for Primary Schools, Secondary Schools and Colleges of Education.

### **ASSIGNMENT**

Briefly explain how the Social Studies teacher can locate the Social Studies syllabus.

### **SUMMARY**

The Social Studies teacher needs to locate the Social Studies syllabus so as to acquaint himself with the task ahead for a given school year. The Social Studies teacher cannot just teach any topics of his choice if he is unable to find the syllabus for a particular grade-level. Sources of approved syllabuses abound for different types of institutions and programmes.

### **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
- Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## **UNIT 3: THE SOCIAL STUDIES UNIT PLAN**

### **INTRODUCTION**

In an integrated Social Studies syllabus, the contents are presented in theme, sub-themes and units. The units are not synonymous with the lesson topics. It is an expansion of the scheme of work.

### **OBJECTIVES**

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

1. define the unit plan;
2. enumerate the steps in planning a unit; and
3. list some of the subheadings of a unit plan.

### **WORD STUDY**

Sequence: the order that something happens or exists.

Perspectives: different ways of thinking about something.

### **UNIT PLAN**

A unit is a planned sequence of learning activities or lesson covering over a period of several weeks and centred around some major concepts, theme or topic. The unit is a broader topic a teacher intends to teach which spans many lessons. The unit plan is thus, an organization of materials to be studied around abroad topic. Unit planning helps the teacher to develop a broad perspective of the topic to be studied. In addition, the unit plan facilitates the weekly and daily planning of learning activities.

There are four basic steps to consider when planning a unit. They include:

1. identification of the unit to be studied;
2. identification of unit objectives;
3. selection and organization of activities and materials; and
4. the evaluation of the unit;

The first task of the teacher is to make a thorough study of the unit. Once this is done, he takes decisions on the outlined steps showing their interrelationship. Although several pattern of laying the unit plan exists, it is advisable for the planning of the unit to be done systematically in columns: showing the unit objectives, knowledge and understanding to be promoted (stated as facts, concepts and generalisations). Also, skills, values and attitudes to be inculcated should be stated. In addition, decisions on techniques of teaching to apply, resource materials to use, evaluation techniques to apply, duration of the unit and useful reference materials are to be indicated.

### **ACTIVITY I**

1. What is meant by a unit plan?
2. Enumerate the steps necessary for planning a Social Studies unit.

Fig. 1: An illustration of a Social Studies Unit Plan

Term/year: 1<sup>st</sup> term, 2013

Class: JSS III

Aim: To promote an awareness and understanding of socialization processes and agencies

Unit	Unit objectives	Knowledge & understanding		Possible lesson topic	Skills and abilities	Values and attitudes	Teaching techniques	Teaching & learning resources	Techniques of evaluation	Teachers' reference materials
		Concepts	Facts							
Socialization: Processes and agencies	At the completion of the unit, students should be able to: i. Explain the concept of socialization, its agencies and processes. ii. Compare and contrast the socializing roles of the agencies. iii. Write the techniques of socialization. iv. Appreciate through discussion the importance of socialization.	Socialization Culture Interaction Family School Transmission Roles Language Learning Techniques	1. Socialization is the process of learning the culture of an area by members. 2. There exists several agents and techniques of socialization .	1. Definition and types of socialization 2. Functions of socialization 3. Agents of socialization (family, peer group). 4. Agents of socialization (school, mass media). 5. Agents of socialization (church, professional bodies). 6. Techniques of socialization 7. Problems of negative socialization	1. Observation 2. Listening 3. Reading 4. Group work 5. Writing	1. Appreciation of cultural values and beliefs. 2. Making proper use of socialization agencies 3. Proper application of socialization techniques.	1. Illustrated lecture 2. Debates 3. Use of resource person 4. Role-play 5. Study trips	1. Pictures 2. Objects 3. Charts 4. Textbooks 5. Magazines 6. Newspapers	1. Objectives 2. Questioning 3. Checklist 4. Class test	1. CESAC Nigeria secondary Social Studies Project Bk 3 2. Social Studies for JSS BK 3 by Akpabio et al  Duration 2 – 3 Weeks

**ACTIVITY II**

How many sub-headings are there in a Social Studies unit plan? Name any five.

**ASSIGNMENT**

Prepare a unit plan for Primary One Social Studies pupils on the topic “identifying the family unit”.

**SUMMARY**

A unit plan in Social Studies simply means the teaching unit schemed or expanded. They are mostly planned using column format. It contains unit objectives, knowledge and understanding to be promoted, skills, values and attitudes to be inculcated, teaching techniques and evaluation techniques, among others.

**REFERENCES**

Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.  
Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## **UNIT 4: PREPARATION OF LESSON PLAN IN SOCIAL STUDIES**

### **INTRODUCTION**

The Social Studies teacher plans his daily lessons from topics drawn from the unit plan. It is the thought and preparation given in a written form to a lesson to be taught. Lesson plans are prepared so as to serve as a guide to the teacher, while giving the teacher a feeling of confidence in the art of teaching. It is always prepared in advance in form of facts and materials on what the teacher wishes to teach and the materials to use.

### **OBJECTIVES**

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

1. define lesson plan;
2. enumerate the major components of a lesson plan; and
3. prepare a lesson plan.

### **WORD STUDY**

Outline:	the main ideas or facts about something.
Synonymous:	a word with the same meaning as another.
Facilitate:	to make it easier for something to happen.
Format:	the way something is organized or designed.

### **LESSON PLAN**

The lesson plan is an outline of the important procedure to follow in the conduct of the instructional process. It is designed to show where the teacher and learners want to go, how they will get there and how well they get to the destination.

There are different types of lessons, some of which include new lesson, review lesson, continued lesson and skill practising lesson. Although, no fixed patterns of lesson plans exist, every adequately written lesson plan should possess the following characteristics:

1. General information: This gives the necessary background information of the class to be taught. It includes date, class, subject, topic, average, age etc.
2. Statement of behavioural objectives written in three domains exhibiting the criteria of objectives. Behavioural objectives are clear and precise statements of what learners should be able to do after an exposition to educational experience.

For example:

Topic: Types of family

Behavioural objectives:

- a. After a class discussion, students should be able to mention the types of family with 60% accuracy (Cognitive).
  - b. After a thorough observation of a chart showing two family structures, students should be able to draw one of the two types of family with 75% accuracy (Psychomotor).
  - c. After a visit to different types of family, students should be able to say which type of family they like best and why, with 60% accuracy (Affective)
3. Resource materials which include all the objects that would be used to promote teaching and enhance meaningful learning.
  4. The main body of the lesson which entails the introductory and developmental activities set out in steps.
  5. Evaluation which must reflect lesson objectives. This is where the teacher finds out how well he has performed.
  6. Culminating activities which should create opportunity for further in-depth study of the topic by the learners.



## **ACTIVITY I**

1. Define lesson plan.
2. Itemise any five major components of a lesson plan.

## **OUTLINE OF A SOCIAL STUDIES LESSON PLAN**

- A. General information
  1. Date
  2. Subject
  3. Topic
  4. Class
  5. Time
  6. Period
  7. Average age
  8. Sex
- B. Previous knowledge
- C. Resource materials
- D. Behavioural objectives
- E. Main body of the lesson
  9. Introduction
  10. Presentation
    - Step I
    - Step II
    - Step III
    - Step IV
- F. Evaluation
- G. Assignment

When the above outline is designed using a topic in Social Studies, it becomes a full form of a lesson plan.

## **ACTIVITY II**

Using the above outline prepare a lesson plan on any Social Studies topic of interest for JS II.

## **ASSIGNMENT**

Briefly discuss the major components of a Social Studies lesson plan.

## **SUMMARY**

A lesson plan refers to what the teacher intends to teach, how to go about the teaching and ways of determining how well or successful the task has been. The lesson plan is usually prepared in advance in form of facts and materials on what the teacher wishes to teach and the materials to use. Its major components include, among others, general information, behavioural objectives, instructional materials, main body of the lesson and evaluation.

## **REFERENCES**

Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## **UNIT 5: DIFFERENCES BETWEEN TEACHING METHODS, TECHNIQUES AND STRATEGIES**

### **INTRODUCTION**

Teaching methods, techniques and strategies are very important concepts in Social Studies curriculum and instruction. Though these concepts are often used interchangeably, they do not mean the same even though they are related.

This unit intends to make distinctions that help in understanding these concepts better.

### **OBJECTIVES**

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

1. define teaching methods, techniques and strategies;
2. identify the major differences of each concept; and
3. enumerate two types each.

### **WORD STUDY**

Continuum: a scale of related things, each is only slightly different.

Simulation: producing conditions which are similar to real things.

### **TEACHING METHOD**

A method is a way of doing something. It is an approach adopted by a teacher to explain subject matter to learners. This approach describes a pattern of teacher's behaviour that occurs sequentially in a unified manner. Teaching method is a general approach to conducting a lesson. That is, the general guideline or manner by which a teacher explains subject matter.

Teaching methods can be perceived as planned activities involved in the presentation of curriculum. In other words, they are ways of bringing learners into contact with subject matter.

Available teaching methods can be arranged in a continuum. At one end of the continuum are expository methods where teaching simply is the transmission of content. At the other end are problem-solving methods where learners are encouraged to examine, investigate and explore subject matter with the teacher acting as a guide.

### **TEACHING TECHNIQUES**

The teaching technique is the activity conducted or performed to achieve the goals of the method. It is that specific style or action designed to accomplish the method. It could be seen as activities through which learners are brought into contact with subject matter. Techniques essentially put into practical use the method in the instructional process.

Examples of teaching techniques are demonstration, lecture, debate, role-play, field-trip, survey, and simulation among others.

### **TEACHING STRATEGIES**

A teaching strategy is the sequencing or ordering of the techniques a teacher has selected to use in the presentation of his lesson. It is that plan of action executed for successful use of the techniques in the instructional process. The strategy thus facilitates the application of the techniques to achieve the goals of the method.

Examples of teaching strategy include listening to a resource person, illustrative lecture and workbook exercises, among others.

In essence, methods, techniques and strategies are used to depict different levels of planning that the Social Studies teacher thinks about when preparing to teach.

### **ACTIVITY I**

1. By way of definition, distinguish between teaching methods, techniques and strategies.
2. Mention any two examples of each.

### **ASSIGNMENT**

Identify any five methods of teaching the Social Studies teacher can use in bringing the learners in contact with subject matter.

### **SUMMARY**

Although there is slight distinction in methods, techniques and strategies, they simply describe what a teacher intends to do in the class and how he is going to do it. However, they need to be constantly varied to focus and retain learners' attention and interest for the needed change in behaviour in the instructional process.

### **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
- Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## UNIT 6: AN OVERVIEW OF SOCIAL STUDIES TEACHING METHODS

### INTRODUCTION

Social Studies is a dynamic subject area and therefore requires dynamism in its approach. Effective teaching in Social Studies thus, depends on a number of vital factors such as the preparedness of the teacher, the learners, the learning environment and the teacher's mastery of appropriate teaching methods and techniques.

### OBJECTIVES

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

1. itemise teaching methods and techniques;
2. explain the salient points of teaching methods and techniques; and
3. list the steps in the inquiry process.

### WORD STUDY

Strategy: planned series of actions for achieving something.

Appropriate: correct or suitable for a particular time.

### SOME METHODS AND TECHNIQUES OF TEACHING IN SOCIAL STUDIES

There are several methods and techniques of teaching Social Studies. Some of these include:

Teaching method	Teaching techniques
Presentation	Demonstration, Lecture, Resource Person, Story telling
Construction	Book construction, Exhibition, Model construction, Physical construction
Discussion	Debate, Devil's advocated, Panel, Small group discussion
Dramatic representation	Miming, Playlet, Role-play, Puppetry
Inquiry	Field trip, Survey, Interview, Opinion polls
Simulation	Historical simulation, Simulation games. Simulation activities

Some of these methods would be briefly explained.

### ACTIVITY I

Name any four methods of teaching and two corresponding teaching techniques for each.

### DISCUSSION METHOD

This method involves sharing thoughts and ideas between teacher and learners or between learners themselves with the teacher coordinating. Usually an issue is focused and the whole class or groups within the class rub minds together to reach a logical and rational conclusion. Discussion activities are successful when participants are fully informed of the issue at stake, avoid domineering tendencies, listen carefully while others speak and with proper coordination and timing.

A technique for discussion in the class can be organized in form of a debate. The debate technique is used to focus issues with strong negative and positive sides such that discussants can argue for or against the issue.

## **DRAMATIC REPRESENTATION METHOD**

As a general approach to teaching, this method involves acting situations and events in life to appeal to the varied senses of the learners. The role-play technique in this method involves acting out designed situation. A story is told with a series of events and learners play out the events in the class. The participants assume roles in order to understand an issue of interest to the class. The use of this technique requires no prepared scripts or lines to be memorised. Also, there is no need for rehearsal or special costumes or a stage. Learners simply pretend to be someone else and act out situations based on their experiences.

## **INQUIRY METHOD**

This is the central method in Social Studies teaching and learning. To inquire means “to find out”. The inquiry method is an approach to instruction to instruction, designed to seek answers to identified problems. It is an organized, well directed search, which takes students out of the classroom in order to examine issues and interpret information. The inquiry class is a seeking, questioning and searching class. The role of the teacher is to initiate the process through skilful questioning to challenge the thinking processes of learners. The learners take the responsibility for their learning by collecting and assessing information, make inferences, establish relationships and draw conclusions. The inquiry process involves the following steps:

- i. The experience
- ii. State of uncertainty and doubt
- iii. Defining and framing the problem
- iv. Formulating hypothesis(es)
- v. Collection of data or evidencing
- vi. Generalizations

Adoption of this process allows students to discuss and learn through investigation. The survey technique can be used to help learners identify problems and seek rational solutions to them. Survey is simply a fact-finding exercise that sends learners out of the classroom to collect information on a specific topic.

## **ACTIVITY II**

1. Differentiate between discussion method and dramatic representation method.
2. What are the necessary steps in the inquiry process?

## **ASSIGNMENT**

Discuss any two methods of teaching other than those explained in this unit.

## **SUMMARY**

Teaching methods are core in curriculum and instruction in Social Studies. As such, the ability of a teacher to effectively use appropriate teaching methods and techniques determines, to a large extent, the success of the lesson.

## **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
- Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## **UNIT 7: AN OVERVIEW OF INSTRUCTIONAL RESOURCES IN SOCIAL STUDIES**

### **INTRODUCTION**

One of the major pitfalls of Social Studies is the view held by many teachers that Social Studies is a simple subject that requires very little preparation. One needs only talk to students about a given topic as taken from the textbook or even the mere looking at a picture and discussing it is all that need be done. Students can be questioned afterwards to tell what they have learnt and they may draw pictures themselves of what has been discussed and that is all.

Given this view, it is essential to specify exactly what is to be taught and learned so that the teacher can be clear about what resources are actually needed to teach the subject properly.

### **OBJECTIVES**

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

1. define instructional resources;
2. identify different categories of instructional materials; and
3. outline the steps in selecting instructional materials.

### **HOW TO STUDY THIS UNIT**

1. Remember that instructional resources help to aid teaching and learning.
2. Take note that improvised materials are better options where ready-made ones are expensive and difficult to get.

### **WORD STUDY**

Agency: a business that provides a particular service.

### **INSTRUCTIONAL RESOURCES IN SOCIAL STUDIES**

Instructional resources are all the materials used to promote teaching and learning. They could be people, objects, things and places. There exist various categorizations of instructional resources. Instructional resources can be grouped into:

1. reading materials and non-reading materials;
2. materials which serve as sources of content and those that are tools for presenting content;
3. reading, audio-visual and community resources; and
4. reading, audio-visual, community and human resources.

Reading materials are those that provide data or information about people, places, processes and events. Examples are textbooks, newspapers, magazines, journals, pamphlets, encyclopaedia, essays, and atlases.

Audio-visual resources can be divided into three, that is, those that could be heard (audio), those that can be seen (visual) and those that combine sound and sight. A useful division of audio-visual instructional materials is:

- a. display boards: chalkboard, flannel board, posters;
- b. three dimensional materials: models, globe, sand-table, salt map;
- c. graphic materials: maps, charts, diagram; and
- d. electronic aids: radio, television, tape recorders and player, computer, filmstrip and projector, overhead and slide.

Community resources are places of interests in the community used to provide first-hand learning experiences. For example, physical and geographical features, radio and television stations, museum, industrial plants, and government agencies.

Human resources include persons that can be used to promote teaching and learning. They include the teacher, resource persons and even the learners.

### **ACTIVITY I**

1. Simply define instructional resources.
2. Enumerate any two categories of instructional materials and give three examples of each.

### **CRITERIA FOR SELECTING INSTRUCTIONAL RESOURCES**

To select any category of these instructional resources for use in the class, the teacher needs to be guided by certain criteria as follows:

1. Objectives to be achieved
2. Maturity level of learners
3. Physical qualities of the material
4. The significance and authenticity of the content of the material
5. The skill and understanding of the use of the material

### **ACTIVITY II**

A teacher who intends to teach a topic of interest to Social Studies learners is faced with the question of what instructional resources to be used to achieve the stated objectives. Give an outline of the guidelines in selecting these instructional resources.

### **ASSIGNMENT**

Enumerate any five community resources in your locality that can be used for teaching and learning of Social Studies.

### **SUMMARY**

Instructional resources are vital in concretizing learning and ensuring better retention of learnt materials. No Social Studies' lesson should, therefore, be taught without the use of resources to appeal to the varied senses of learners.

### **REFERENCES**

Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## **UNIT 8: EVALUATION STRATEGIES IN SOCIAL STUDIES**

### **INTRODUCTION**

Evaluation is the process of determining the extent to which objectives have been achieved. Schools are social institutions set up by society to discharge the very important responsibility of transmitting culture. They also assist with the selection of individuals who can be entrusted with the roles, the proper performance of which ensure the optimal survival of the society. Since learners with high learning ability can be depended on to succeed their teachers and continue with the task of culture transmission, it is necessary to evolve and use good instruments for evaluating learning outcomes.

### **OBJECTIVES**

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

1. define evaluation;
2. briefly explain the types of evaluation; and
3. mention the techniques of evaluation.

### **HOW TO STUDY THIS UNIT**

1. Refresh your mind on the need for evaluation in a typical Social Studies lesson.
2. Carefully study the different techniques of evaluation in Social Studies.
3. Make efforts to attempt the activities and assignment.

### **WORD STUDY**

Remedial:                   intended to help, improve or correct something.  
Transmitting:           to send out electronic signals.

### **EVALUATION IN SOCIAL STUDIES**

Evaluation is the process of finding out the extent to which previously stated teaching and learning objectives of the subject have been met by the teacher and students. This process enables the teacher to compare anticipated outcomes with actual results with a view to making adjustments for improvement.

Basically, evaluation could be formative and summative. Both types are expected to be used in a lesson. Formative evaluation is carried out during the instructional process to find out learners' progress by identifying areas of difficulties for remedial action. Summative evaluation comes at the end of the instructional process to provide feedback for judging the success or failure of the lesson.

### **ACTIVITY I**

1. What is evaluation in Social Studies?
2. Briefly explain the types of evaluation used in a lesson.

### **TECHNIQUES OF EVALUATION IN SOCIAL STUDIES**

Techniques of evaluation available for use by the Social Studies teacher include:

1. Tests
2. Examination
3. Assignments
4. Oral questioning and discussion
5. Observation



6. Work samples
7. Checklist
8. Records of behaviour
9. Rating scales
10. Project
11. Interview
12. Socio-metric technique

This could be applied to specific areas of behaviour the teacher intends to evaluate. In using them, the teacher should be guided by the stated objectives and the principles of continuity, comprehensiveness and cooperativeness.

Evaluation is essential to provide needed feedback on the strengths and weaknesses of learners and the effectiveness of the teacher in the instructional process. Also, feedback information from evaluation increases learners' motivation and self-direction.

### **ACTIVITY II**

List any 8 evaluation techniques used by the Social Studies teacher.

### **ASSIGNMENT**

Write short notes on the following:

1. Tests
2. Observation
3. Checklist
4. Project

### **SUMMARY**

Evaluation is the process of finding out how much success was achieved in the course of instruction in relation to stated objectives. There are two types of evaluation, that is, formative evaluation which takes place during the instruction process and summative evaluation which takes place at the end of the instruction process.

### **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
- Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## **UNIT 9: MICRO-TEACHING SKILLS IN SOCIAL STUDIES**

### **INTRODUCTION**

Teaching is an organized activity. It requires adequate preparation and practice for success. In the teaching process, the teacher needs to exhibit certain professional, academic and personality characteristics. These characteristics are taught and acquired during the training process. The teacher-trainee, under the guidance and supervision of highly professional, committed and conscientious Social Studies educators undergo regular and concerted practice sessions in the art of teaching. Apart from the teaching practice exercise, short sessions are organized for Social Studies trainees to acquaint and sharpen needed teaching skills, abilities and competences.

This unit highlights the procedures for micro-teaching exercise for Social Studies teacher-trainees.

### **OBJECTIVES**

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

1. define micro-teaching;
2. identify the characteristics of micro-teaching; and
3. list the procedures in micro-teaching.

### **HOW TO STUDY THIS UNIT**

1. Note the meaning and the essence of micro-teaching in Social Studies.
2. In your own words, itemise the procedures for micro-teaching.

### **WORD STUDY**

Scientific: relating to science or using an organized system.

### **MICRO-TEACHING**

Micro-teaching is a scientific technique that makes teacher education programmes scientific in nature. It is a scaled down teaching encounter where the complexities of the real classroom situation have been reduced to the barest minimum level. The basic elements are a micro-teacher, micro-class consisting of about 10-15 students and a determined objective of the lesson. It is like a simulated teaching to provide feedback to student-teacher or trainees for the modification of teaching behaviour.

It provides opportunity for pre-service and in-service teachers to develop and improve their teaching skills with a small group of 10-15 students in about 5-10 minutes.

At the end of the presentation, there is a review session where the positive skills exhibited are encouraged and suggestions are offered to correct observed weaknesses. A re-teach session is organized for the micro-teacher to incorporate initial suggestions provided. This process continues until the skill being practised is exhibited to a reasonable level of mastery.

The following are steps in micro-teaching:

1. Lecture on a specific skill.
2. Teach model lesson
3. The feedback
4. The re-teach lesson
5. The mini lesson
6. Evaluation

### **ACTIVITY I**

1. Briefly define micro-teaching.
2. Identify any four characteristics of micro-teaching.

## **PROCEDURE FOR MICRO-TEACHING**

1. Confront the micro-teacher with a typical Social Studies syllabus for a specified level.
2. Identify a unit plan it and prepare a micro-lesson plan for micro-teachers to use.
3. Present a model micro-lesson either video-taped or live to practically demonstrate specific teaching skills.
4. Systematically assign units to intending micro-teachers for them to prepare their unit and lesson plans.
5. Micro-teachers present their micro-lessons. The critique session follows. This could be audio-taped or video-taped for effectiveness.
6. Allow for a re-teach of the micro-lesson.
7. Assess the micro-lessons focusing on planning, lesson introduction, use of instructional resources, logical presentation of subject matter, evaluation, class-control and management and general personality of the teacher.

## **MICRO-TEACHING SKILLS**

The essence of micro teaching is the introduction, analysis and practice of specified teaching skills to the teacher trainees. The teaching skills are better practised one at a time by the trainees after a careful observation of a model lesson or a live demonstration of skills by a Social Studies teacher educator.

Some teaching skills include:

- 1- Introductory procedure
- 2- Stimulus variation
- 3- Use of chalk board and other media
- 4- Questioning probing
- 5- Planned repetition
- 6- Reinforcement
- 7- Class control and management
- 8- Lesson closure

## **ACTIVITY II**

Give a step by step analysis of the procedure for micro teaching.

## **ASSIGNMENT**

Explain any five teaching skills in micro teaching.

## **SUMMARY**

Micro -teaching is a controlled device of learning the art of teaching. If properly organize, it helps Social Studies teacher educators to transmit the needed skills for Social Studies teaching. It prepares the trainees to face the future challenges of the teaching profession and an avenue to Social Studies curriculum development and research.

## **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
- Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## **UNIT 10: CONSOLIDATION**

### **INTRODUCTION**

This module dealt with the teaching and learning of Social Studies. Unit 1-9 of this module provide guidance to the positive steps and choices teacher needs to make in the teaching and learning of NCE Social Studies.

### **OBJECTIVES**

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

- 1- explain the concept of unit and lesson plan;
- 2- state the important of component of a Social Studies lesson plan; and
- 3- enumerate the criteria for selecting appropriate instructional resources for Social Studies lessons.

### **WORD STUDY**

Acquainted: to deliberately find out about something.

Enterprise: a company, business or organization.

### **CONCEPTUAL CLARIFICATION**

Curriculum: A curriculum refers to the operational medium through which the school displays and coordinates the patterns of transmission, translation and transposition of the educative experiences for which it assumed responsibility.

Syllabus: The syllabus is a description of areas to be covered in a course of study. It lays out content, suggested teaching methods and activities in addition to resource materials to be used in concretizing learning experiences. The purpose of the syllabus is to set limits to what is to be studied and also to create uniform learning experiences and standards in schools all over the federation.

Scheme of work: The scheme of work is a planned activity that puts the syllabus into usable form. It is the breakdown of the syllabus into a fuller form and logical sequence for instruction.

The scheme of work is a practical guide to the teacher, because it indicates what would be done daily, weekly, monthly and termly for the entire school year.

Unit plan: A unit plan is a broad title or topic around which a teacher organizes content, materials and activities to promote in-depth learning. The teaching unit takes several lesson periods to exercise when planned.

Lesson plan: A lesson plan is an outline of steps to be taken in a teaching session for the realization of objectives. The lesson plan provides an instant guide to the teacher to ensure that everything goes on smoothly and orderly in the teaching and learning instructional process.

### **LOCATING THE SOCIAL STUDIES SYLLABUS**

The teacher needs to locate the Social Studies syllabus so as to get him acquainted with task that lies ahead of him for the school year, the syllabus is provided by the Ministry of Education to various schools.

Below is a useful guide on places where to locate approved Social Studies syllabuses:

1. Primary school: Headmaster's office, Ministry of Education.
2. Secondary school: Principal's office, NERDC offices.
3. Teacher Education TC II (Pivotal): NTI offices.
4. Colleges of Education: HOD's office, NCCE offices.

## **SOCIAL STUDIES UNIT PLAN**

A unit is a planned sequence of learning activities or lesson covering over a period of several weeks and centred around some major concepts, theme or topic. The unit plan facilitates the weekly and daily planning of learning activities. There four major steps in planning a unit are - Identification of the unit to be studied, Identification of unit objectives, Selection and organization of activities and materials and evaluation of the unit.

## **SOCIAL STUDIES LESSON PLAN**

The lesson plan is an outline of the important procedure to follow in the conduct of the instructional process. It is designed to show where the teacher and learners want to go, how they will get there and how well they get to their destination.

The major components of a lesson plan are:

1. General information: date, subject, topic, class, sex, etc.
2. Previous knowledge.
3. Resource materials
4. Behavioural objectives.
5. The main body: introduction and presentation.
6. Evaluation
7. Assignment

## **ACTIVITY I**

1. What is the difference between a lesson plan and a unit plan?
2. In a sequential order, enumerate the major components of a Social Studies lesson plan.

## **INSTRUCTIONAL RESOURCES IN SOCIAL STUDIES**

Instructional resources are all the materials used by the Social Studies teacher to promote teaching and learning. They could be people, objects, things and places.

1. Reading materials: textbooks, newspapers, magazines, journals, pamphlets, encyclopaedia, essays and atlases.
2. Audio-visual resources: Display boards, three dimensional materials, graphic materials and electronic aids.
3. Community resources: places of interests in the community.
4. Human resources.

The criteria for selecting these materials are:

1. Objectives to be achieved
2. Maturity level of learners
3. Physical qualities of the material
4. The significance and authenticity of the content of the material
5. The skill and understanding of the use of the material

## **ACTIVITY II**

Give an appropriate outline or guide in selecting instructional materials in Social Studies.

## **ASSIGNMENT**

1. Define instructional materials.
2. Enumerate the major categories of instructional materials in Social Studies.
3. Mention 5 examples of each.

## **REFERENCES**

As stated in Unit 1-9 of this unit.

## **MODULE 5: MAN AND HIS ECONOMIC ACTIVITIES**

### **UNIT 1: THE CONCEPT OF ECONOMIC SCARCITY AND CHOICE**

#### **INTRODUCTION**

The concept “Man” in this unit refers to all “human beings” and through man’s economic activities their basic needs of food, shelter and clothing are met. This simply means that the extent of man’s economic activities remains fundamental to the sustenance of their life as well as the quality of their lifestyle as individuals and groups in the society.

#### **OBJECTIVES**

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

1. define the concept of economic activities;
2. distinguish the basic economic problems: scarcity and choice; and
3. realize the causes of scarcity of resources and the need to make choice.

#### **HOW TO STUDY THIS UNIT**

1. Give a brief summary of man and his economic activities.
2. Try to understand the main idea of scarcity and choice.
3. Relate these ideas to Nigeria’s economic activities

#### **WORD STUDY**

Economics: the study of man’s decision to allocate scarce resources among possible use options

Scarcity: this means limitedness of resources in relation to their supply.

Choice: the act of selecting from alternatives.

#### **UNDERSTANDING THE CONCEPT OF ECONOMIC SCARCITY AND CHOICE**

Simply put economic scarcity means limitedness of resources in supply relative to the demand for them. For example, there is scarcity of all resources – land, capital, labour and enterprises. This means resources are in quantities smaller than the demand for them. Therefore, due to the problem of scarcity, goods and services needed by human beings to satisfy our different needs are relatively scarce. Scarcity consequently gives rise to choice.

#### **UNDERSTANDING CHOICE**

This may be looked at as the act of selecting from alternatives. For example if all resources were used for only one purpose, there will not be any choice decision-making by the individuals, firms and governments. At all levels of choice decision-making process, a scale of preference could guide one to make the best choice.

#### **SCARCITY AND CHOICE AS ECONOMIC PROBLEMS**

Human needs/wants in all spheres of human endeavours are becoming higher by the day and the means of satisfying such needs are lower than expected and this has led all human societies to face two problems of scarcity and choice.

From the above submission, people’s needs on a variety of goods and services are doubling at present. This phenomenon applies to both the rich and the poor in the society. At one point, only some degree of goods and services can be produced since existing supplies of resources are intensely scarce.

Thus, scarcity of resources is the key problem of every society and advocates the law of scarcity. So, with scarcity of resources, it naturally gives rise to the problem of choice. Therefore, when the issue of making a choice rears its head, it results into sacrifice on the part of the individual or group.

### **ACTIVITY I**

Define economic activities in your own words.

### **ASSIGNMENT**

How can we reduce scarcity of resources?

### **SUMMARY**

This unit is concerned with man and his economic scarcity. It defined economic scarcity as limited resources. We should understand choice and select from alternatives depending a scale of preference. We should not go for what we do not need.

### **REFERENCES**

Ajaegbo, D.I. and Ibezim, E.O. (2001). Citizenship Education in Nigeria: An Interdisciplinary Approach. Onitsha: West and Solomon Publishing Company Limited.  
Akanbi, A.A. (1998). Applied Economics for Nigerian Students. Kaduna: Nasara Press Limited.

## **UNIT 2: FACTORS OF PRODUCTION**

### **INTRODUCTION**

The aim of production is to satisfy people's wants. In economics, production is not limited to the manufactured goods, but it also includes the provision of services such as passenger transport services, lawyers, teachers, accountants and musicians as the case may be.

### **OBJECTIVES**

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

1. define the concept of production;
2. identify the factors of production; and
3. comprehend that distribution is an important aspect of production.

### **HOW TO STUDY THIS UNIT**

1. Imagine a situation whereby there is no provision of essential goods and services.
2. Find out the major roles of man as a basic factor of production.

### **WORD STUDY**

Production: Process of making or growing things to be sold or consume by people.

Factor: To influence or cause a thing to happen.

Distribution: Act of sharing a commodity among large group of people.

### **UNDERSTANDING THE FACTORS OF PRODUCTION**

An item does not become a product until physical and labour or machinery has worked upon it. The factors of production are the things which man combines together in various sizes and forms to form a product. These factors of production are land, labour, capital and entrepreneur.

- a. Land: Land from an economist's point of view includes all materials and force, which are supplied by nature for use in the production of goods and services. Land includes all resources such as minerals, climate that maintains fertility, the fish in the sea, the mountains, the forests, lakes, oceans, and rivers.
- b. Labour: This is human effort that is essential in production. Human effort can be intellectual or mental, manual or physical, provided it is directed towards the production of something that will satisfy human needs/wants. Labour can be classified into skilled, semi-skilled and unskilled.
- c. Capital: This is the produced means of production or stored-up wealth used to produce further wealth. Also, capital includes all the goods and equipment, (that is, roads, houses, factories, equipment and warehouses) used up in combination with land, labour and natural resources to produce goods and services.
- d. Entrepreneur: The individual who co-ordinates other factors of production for effective utilization is the entrepreneur. This factor combines, organizes, harnesses and directs the other three factors in a combination required for the desired production.

### **ACTIVITY I**

Identify four factors of production.

### **ASSIGNMENT**

Why is capital so important in production?



**SUMMARY**

This unit defined production as manufacturing of goods and provision of services. Factors facilitating production are availability of land, labour, capital and entrepreneur. All things produced must be properly distributed.

**REFERENCES**

- Ajaegbo, D.I. and Ibezim, E.O. (2001). Citizenship Education in Nigeria: An Interdisciplinary Approach. Onitsha: West and Solomon Publishing Company Limited.
- Akanbi, A.A. (1998). Applied Economics for Nigerian Students. Kaduna: Nasara Press Limited.

## **UNIT 3: PRODUCTION SYSTEMS: PRIMARY, SECONDARY AND TERTIARY**

### **INTRODUCTION**

There are a number of ways through which articles/commodities are produced for consumers' needs/wants. The output of production is called a product. We can then say that, a product is any good or service that has been transformed using a combination of factors of production.

### **OBJECTIVES**

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

1. define the systems of production;
2. itemise the three systems of production;
3. differentiate what each system highlights.

### **HOW TO STUDY THIS UNIT**

1. Make effort to present production systems in tabular form with relevant examples.
2. Remember the unit's activity.

### **WORD STUDY**

Primary economic activities:	when a man extracts valuable materials from the storehouse of nature.
Secondary economic activities:	process of changing raw materials to finished goods.
Tertiary economic activities:	man's ability to render services in the process of manufacturing and training of manpower.

### **UNDERSTANDING THE CONCEPT PRODUCTION SYSTEMS**

As mentioned earlier, man and environment are inseparable with each other. For example, the environment may be endowed with different resources; it may not be useful, until man's influence is impacted on these resources through his multifarious economic activities. They remain latent and of little or no value to man himself.

To this end, man's economic (productive) activities are generally three, namely: primary, secondary and tertiary economic activities.

- a. Primary economic activities: these include farming, mining, lumbering, herding, fishing and hunting among others.
- b. Secondary economic activities: this is the process of changing raw materials to finished goods. Secondary economic activities are divided into two types, that is, heavy industries and light industries.
  - i. Heavy industries produce iron and steel, railway engineering, ship building, aircrafts and petrol chemical.
  - ii. Light industries produces consumer goods such as pomade, beverages, paper bags, toys, office pins, chalk, dusters, slippers, cigarettes, and textiles among others.
- c. Tertiary economic activities: This is divided into two types, that is, commercial services and direct services.
  - i. Commercial services are those provided by traders, exporters, importers, bankers, insurance firms, entertainers and the film industry, among others.
  - ii. Direct services are the occupations in which personal attention of the worker is required. Examples are teachers, doctors, lawyers, artists, soldiers, policemen and the likes.

### **ACTIVITY I**

List the production systems you know.

**ASSIGNMENT**

Which of the production systems discussed in this unit contributes more to the economy of Nigeria?

**SUMMARY**

In this unit, different production systems are discussed. They include: primary, secondary and tertiary production system. Go through the unit again to define these production types.

**REFERENCES**

Ajaegbo, D.I. and Ibezim, E.O. (2001). Citizenship Education in Nigeria: An Interdisciplinary Approach. Onitsha: West and Solomon Publishing Company Limited.

Akanbi, A.A. (1998). Applied Economics for Nigerian Students. Kaduna: Nasara Press Limited.

## **UNIT 4: SOURCES OF GOVERNMENT REVENUE IN NIGERIA**

### **INTRODUCTION**

Government as a corporate social institution has a number of functions to perform so as to make life easy for the citizens. To achieve this, governments at all levels requires a lot of revenue. This is what this unit is out to address.

### **OBJECTIVES**

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

1. define revenue;
2. itemise sources of government revenue;
3. identify the problems of government revenue collection drive.

### **HOW TO STUDY THIS UNIT**

1. Reflect on what happens to public institutions if government does not generate revenue.
2. Get first-hand information from a tax office on how tax-payers money is utilized.
3. Work on the unit's activities.

### **WORD STUDY**

Source: a place where something originates from.

Revenue: money that a business or organization receives.

Government: group of people that governs a country, state or local council area.

### **UNDERSTANDING THE SOURCES OF GOVERNMENT REVENUE IN NIGERIA**

Government realises revenue from many sources in Nigeria. Among these sources are the ones itemised below:

1. Through Pay As You Earn (PAYE)
2. Through exporting raw materials, especially agricultural products
3. Through the sales of crude oil and allied products
4. Through rents from government owned properties
5. Through loans from International Financial institutions such as African Development Bank (ADB), International Monetary Fund (IMF) and Paris Club
6. Through gifts and donations from multinational corporations

### **ACTIVITY I**

1. Define revenue.
2. Itemise four sources of government revenue.

### **ASSIGNMENT**

Discuss the sources of government revenue.

### **SUMMARY**

Revenue is defined in this unit as the money that a government or organization receives for developmental purposes. Sources of government revenue base are itemised in the unit.

### **REFERENCES**

- Ajaegbo, D.I. and Ibezim, E.O. (2001). Citizenship Education in Nigeria: An Interdisciplinary Approach. Onitsha: West and Solomon Publishing Company Limited.
- Akanbi, A.A. (1998). Applied Economics for Nigerian Students. Kaduna: Nasara Press Limited.

## **UNIT 5: ECONOMIC PROBLEMS**

### **INTRODUCTION**

All nations of world have a number of problems and economic problem is not an exception. In this regard, Nigeria as a country is faced with such economic problems among which are the following: inflation, unemployment, poverty and poverty alleviation programmes. These concepts will be briefly explained in this unit for better comprehension.

### **OBJECTIVES**

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

1. explain economic problems; and
2. highlight the impact of economic problems on a developing country like Nigeria.

### **HOW TO STUDY THIS UNIT**

1. Imagine a country without economic problems.
2. Identify major economic problems in Nigeria.

### **WORD STUDY**

Persistent: continuing for a long time or happening often, especially in a way that is unpleasant

1. Inflation: This means rising in prices of goods and services or the persistent rise in the general price level of goods and services. In this context, it is a situation when demand becomes greater than supply as a result of either an increase in the money in circulation without equivalent increase in supply of goods and services or a fall in supply of goods and services below the demand for them.
2. Unemployment: a situation whereby strong and skilled individuals who are well trained (educated) in their respective field of specialization are without a job commensurate to their training. The consequences of this are underemployment and overstretching of labour.
3. Poverty: the concept of poverty has been viewed differently by different authors. For instance, Eke (2002) sees poverty as a state of “lack” in which a person is unable to meet the basic requirements of life such as food, shelter, clothing and education. Finally, poverty leads to child abuse, prostitution, robbery, corruption, drug addiction, malnutrition, low purchasing power, low production of goods, and generally low level of development.
4. Poverty alleviation programmes: In an attempt to confront the consequences of poverty in the country, successive governments have introduced various programmes to reduce, if not to eradicate poverty completely in the country. Among such programmes are Operation Feed the Nation (OFN – 1976), Green Revolution Programme (GRP – 1980).

Apart from the above, other programmes introduced to alleviate poverty in Nigeria include Structural Adjustment Programme (SAP), and Directorate of Food, Roads and Rural Infrastructure (DFFRI).

The National Directorate for Employment (NDE), Poverty Alleviation Programme (PAP) and currently National Poverty Eradication Programme (NAPEP) were introduced to eradicate poverty in Nigeria. Of recent, SURE-P was introduced as a way of cushioning the effect of the partial oil subsidy removal.

### **ACTIVITY I**

List four economic problems in Nigeria.

## **ASSIGNMENT**

Take one of the economic problems of Nigeria and proffer solutions to it.

## **SUMMARY**

This unit dwelt more on the economic problem of Nigeria. Basic to these problems are inflation, unemployment, poverty, etc. Poverty alleviation programmes have been instituted to confront these problems. They, however, have not eradicated these problems.

## **REFERENCES**

Ajaegbo, D.I. and Ibezim, E.O. (2001). *Citizenship Education in Nigeria: An Interdisciplinary Approach*. Onitsha: West and Solomon Publishing Company Limited.

Akanbi, A.A. (1998). *Applied Economics for Nigerian Students*. Kaduna: Nasara Press Limited.

## **UNIT 6: CONSOLIDATION**

### **INTRODUCTION**

This Unit is a summary of all the topics treated in units 1-5 of the module. The attempt in the Unit is to consolidate all that you have learnt. As you read the Unit, put down some points that will make you remember the concepts in the module. Where you find it difficult to understand what is summarised here, go to the relevant Unit where the ideas are discussed and re-read it.

### **OBJECTIVES**

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

1. state all the major points read in this unit; and
2. summarize what you have learnt in the unit.

### **HOW TO STUDY THE UNIT**

- Read the unit very well.
- Note all major points.
- Re-read the section where the ideas discussed in this unit are taught if you are not clear about the concept read.

### **WORD STUDY**

Take note of the unfamiliar words stated in each of the units in this module. Turn to your dictionary if you come across any other words that you are unfamiliar with in the unit.

### **SUMMARY OF THE UNITS**

The first unit in the module is concerned with man and his economic scarcity. It defined economic scarcity as limited resources. We should understand choice and select from alternatives depending a scale of preference. We should not go for what we do not need.

The second unit defined production as manufacturing of goods and provision of services. Factors facilitating production are availability of land, labour, capital and entrepreneur. All things produced must be properly distributed.

In the third unit, different production systems are discussed. They include; primary, secondary and tertiary production system. Go through the unit again to define these production types.

Revenue is defined in unit four as the money that a government or organization receives for developmental purposes. Sources of government revenue base are itemised in the unit.

Unit 5 dwelt more on the economic problem of Nigeria. Basic to these problems are inflation, unemployment, poverty, etc. poverty alleviation programmes have been instituted to confront these problems. They, however, have not eradicate these problems.

### **ACTIVITY 1**

State two major points each in relation to what is discussed in units 1-2 of this module.

## **ASSIGNMENT**

Summarise this unit in three sentences.

## **SUMMARY**

We have been able to summarise all the major points discussed in this module. You are expected to re-read the units to add to the aspects summarised in this unit.

## **REFERENCES**

- Ajaegbo, D.I. and Ibezim, E.O. (2001). *Citizenship Education in Nigeria: An Interdisciplinary Approach*. Onitsha: West and Solomon Publishing Company Limited.
- Akanbi, A.A. (1998). *Applied Economics for Nigerian Students*. Kaduna: Nasara Press Limited.



## **MODULE 6: SOCIAL STUDIES METHODOLOGY**

### **UNIT 1: DEFINITION AND OBJECTIVES OF SOCIAL STUDIES FOR JSS (BASIC 7-9)**

#### **INTRODUCTION**

The present practice of giving Social Studies to Geography or History teachers in our schools creates the erroneous impression that these teachers are necessarily effective teachers of Social Studies. It must be quickly pointed out that this impression is false because the subject content of these disciplines are not the same as that of Social Studies. While they are more or less factual subjects, Social Studies is not entirely so and, therefore, the teacher's preparation for Social Studies must differ from the preparation of their subjects.

#### **OBJECTIVES**

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

1. define Social Studies;
2. enumerate the objectives of Social Studies; and
3. explain how these objectives can be achieved.

#### **HOW TO STUDY THIS UNIT**

1. Revise the concept of Social Studies.
2. Focus your attention on the objectives of Social Studies and the connection to national objectives.

#### **WORD STUDY**

Integrated: combine many parts, ideas, etc.

Interdependent: people or things depending on each other.

#### **DEFINITION OF SOCIAL STUDIES**

The definition of Social Studies is considered important not only because teachers are often asked vital questions like: what is Social Studies? Why should it be taught? etc. But also because understanding how to teach is to know what to teach, and knowing what to teach involves proper understanding of the subject matter, its principles and methods. Also, it should involve the imitiation and delimitation of the subject area.

Social Studies is broadly defined as the integrated study of the social sciences and humanities to promote civic competence. Within the school programmes, Social Studies provides coordinated, systematic study, drawing upon such disciplines as anthropology, economics, geography, history, law, political science, religion, etc as well as appropriate content of the humanities, mathematics and natural sciences. The purpose of Social Studies is to help young people develop the ability to make informed and rational decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world.

In Nigeria, Social Studies is taught as a subject in primary and junior secondary schools with a mission to equip the learner with qualitative knowledge that will enable him think rationally and act wisely.

#### **ACTIVITY I**

1. Define Social Studies in your own words.
2. Why is Social Studies taught in schools?

## **OBJECTIVES OF SOCIAL STUDIES**

The goals of the Nigerian nation as stated in the National Policy on Education are to create a free, democratic, just, egalitarian, united, strong and self-reliant nation. Also, to build an economy that is great and dynamic, a land full of bright opportunities for all citizens. Education is seen as an instrument par excellence to accomplish these goals. Thus, the philosophy of education in Nigeria is geared towards helping learners achieve self-realization and actualization. Social Studies, as a corrective tool, is intended to achieve the following objectives at the JSS level, taking into cognizance the goals of the nation and of education.

1. To develop the capacity to learn and acquire basic skills including those of listening, speaking, reading, writing, calculation, together with those of observation, analysis and inference which are essential to the formation of sound socio-economic and political judgment.
2. To ensure the acquisition of that relevant body of knowledge and information, which is an essential prerequisite to personal development and the making of a positive personal contribution to the betterment of the society as a whole.
3. To create an awareness and understanding of our evolving social and physical environment, and emerging social and cultural processes.
4. To develop the ability for a rational utilization of its natural, man-made, cultural and spiritual resources together with the conservation of these resources for national development.
5. To develop a systematic appreciation of the diversity and inter-dependence of all members of the local and national communities, and the need for cooperation for national and international understanding.
6. To develop in students positive attitudes of togetherness, comradeship and towards a healthy nation, the inculcation of appropriate values of honesty, integrity, hardwork, fairness and justice at work and play as one's contribution to the development of the nation.

However, these goals are accomplished through the Social Studies curriculum content, teaching techniques and learning resources.

## **ACTIVITY II**

1. Enumerate any 3 objectives of Social Studies for JSS.
2. Explain any two ways these objectives can be achieved.

## **ASSIGNMENT**

Find out the objectives of Social Studies for primary schools.

## **SUMMARY**

Social Studies is an integrated discipline which makes use of contents from the social sciences, humanities, etc as well as current social issues in the society. This is because it is a means of equipping learners with qualitative knowledge for rational decision making.

The objectives of Social Studies in Nigeria are tailored towards achieving the goals of the nation and of education. Social Studies, therefore, uses its curriculum content, teaching techniques and learning resources to achieve these goals.

## **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
- Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## **UNIT 2: NATURE OF SOCIAL STUDIES PROGRAMMES AND ITS IMPLICATION**

### **INTRODUCTION**

Discussion about the nature of Social Studies usually raises two vital impressions. Firstly, Social Studies is viewed as simplified social science. Secondly, many have the feeling that it is a combination of social sciences and humanities. Social Studies is far from these, it is part of today's thinking of evolving an integrated curriculum.

### **OBJECTIVES**

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

1. identify the major characteristics of Social Studies;
2. explain the implication of the nature of Social Studies to the teacher; and
3. list institutions of higher learning where Social Studies is offered.

### **HOW TO STUDY THIS UNIT**

1. Discover what it takes to be an effective citizen.
2. Modify your behaviour in relation to the three domains of learning Social Studies i.e. cognitive affective and psychomotor skills.

### **WORD STUDY**

Distinguish: to recognise and understand the difference of something.

Modify: making small changes to something.

### **NATURE OF SOCIAL STUDIES**

The nature of Social Studies refers to the essential features or characteristics, which distinguish Social Studies from other subject areas.

It is a study of man as he interacts with the environment. Man is the core concern as he relates with the various aspects of the environment. Also, it is an integrated knowledge and information drawn from a whole variety of sources used to study man comprehensively.

In addition, Social Studies is value-based, that is, all three domains of learning (cognitive, affective and psychomotor) are emphasized, while the affective aspect of learning is given prime importance because Social Studies is interested in modifying the behaviour of learners to get integrated into their various cultural areas.

Social Studies is a problem-solving area of study while making use of inquiry as the core of all teaching approaches. Furthermore, Social Studies is citizenship education because it exposes learners to the basic tenets of citizenship, which emphasize rights and obligations, human dignity and worth, dignity in labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens.

Social Studies learners focus on the in understanding the world they live in. They focus the problem around them, make inferences, conclusions and decisions based on the observations made in the light of social values. Thus, Social Studies is the great link between school learning and living in the real world.

### **ACTIVITY I**

1. Enumerate the major features of Social Studies.
2. Explain any two.

## **IMPLICATIONS OF THE NATURE OF SOCIAL STUDIES TO TEACHERS**

It enables the Social Studies to plan and provide appropriate learning experiences. Social Studies is charged with the very important responsibility of raising knowledgeable, responsive and responsible citizens. The place of the teacher in all Social Studies programmes is therefore central. Social Studies teachers, therefore, must be knowledgeable in the subject matter, dynamic, understand the principles of individual differences, possess adequate knowledge of child development and be knowledgeable in the principles of learning. In addition, they must be committed and keen on functioning well as Social Studies educators for the 21<sup>st</sup> century and beyond.

Furthermore, there are persistent efforts by Nigerian universities, Federal and State Colleges of Education, large number of professionally trained Social Studies teachers are becoming available in a bid to address the constraints of non-professionally trained teachers. Social Studies is now being taught in most Nigerian universities at undergraduate and post-graduate levels and as single major or double major in most colleges of education in Nigeria. Examples of universities where Social Studies is offered are Ahmadu Bello University Zaria, University of Ilorin, Bayero University, Kano and Adekunle Ajasin University, Akungba-Akoko among many others while colleges of education include Niger State College of Education Minna, Adeyemi College of Education, Ondo, Federal College of Education, Bichi, Federal College of Education Zaria, College of Education Gidan-Waya, and Alvan Ikoku College of Education, Owerri.

### **ACTIVITY II**

1. What are the implications of Social Studies to the teacher?
2. Mention any five tertiary institutions that offer Social Studies.

### **ASSIGNMENT**

Itemise any ten institutions of higher learning that offer Social Studies (excluding those listed in this unit).

### **SUMMARY**

Social Studies differs from other subjects in certain ways. Man is central to the study of Social Studies. Social Studies is a problem-solving discipline. It makes use of the inquiry as the core of all teaching methods. It is value-based and is concerned with citizenship education.

A qualified Social Studies teacher must be knowledgeable in the subject matter, dynamic, understand the principles of individual differences, among many other attributes so as to effectively impart the knowledge of Social Studies.

### **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
- Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## **UNIT 3      TEACHING METHODS, TECHNIQUES AND STRATEGIES**

### **INTRODUCTION**

In curriculum and instruction, teaching methods, techniques and strategies occupy a very important place. These concepts are often used interchangeably but they mean different things, even though they are related. This unit will help to distinctly differentiate the concepts.

### **OBJECTIVES**

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

1. define teaching methods, techniques and strategies;
2. identify the major differences of each concept; and
3. enumerate two types each.

### **HOW TO STUDY THIS UNIT**

1. Relate teaching method and techniques in Social Studies.
2. Practicalize the teaching of Social Studies using effective methods and techniques.

### **WORD STUDY**

Panel:                                a group of people who are chosen to discuss something or answer questions.  
Debate:                              to discuss a subject formally so that one can make a decision or solve a problem.

Transmission: process of sending out electronic signals.

### **TEACHING METHODS**

Teaching methods refer to the general approaches of teacher as regards to the presentation of content. In most cases, teaching method of a teacher is determined by the philosophical conviction of the goal for teaching Social Studies. The method adopted can, therefore, be determined by the popular traditions of teaching Social Studies, that is, Social Studies as citizenship transmission, Social Studies as reflective inquiry and Social Studies as social science.

Teaching method can also be seen as a general term to cover everything a teacher does. It is a teacher's approach to instruction. Teaching methods refers to systematic ways in which teachers approach their instruction. The teaching methods around which Social Studies classroom revolves include inquiry, transmission and problem solving methods.

### **TEACHING TECHNIQUES**

Teaching methods are general approached to instruction, teaching techniques on the other hand are specific activities a teacher does to achieve or accomplish a method. It involves all the specific activities performed in the classroom. For example, lecture, recitation, discussion, grouping and use of resource persons are teaching techniques that are used to achieve teaching methods. The teaching method of a teacher whose teaching method is problem solving can utilize panel discussion, board games or debate as teaching techniques to achieve his method.

### **TEACHING STRATEGIES**

These are plans for success in classroom instruction. It refers to sequencing (organizing) a given selection of techniques in a lesson. For instance, a teacher might say my method today is transmission. I am going to achieve this by using resource person, lecture and recitation teaching techniques. My strategy will, therefore, be a prepared illustrative lecture, listening to a resource person and workbook exercise. In essence, methods, techniques and strategies represent the different levels of planning that a teacher thinks about when preparing to teach.

### **ACTIVITY I**

1. Define the following concepts:  
(a) Teaching methods (b) Teaching techniques (c) Teaching strategies
2. What is the distinguishing factor between teaching methods, techniques and strategies?
3. List two methods each for teaching methods, techniques, and strategies used by a Social Studies teacher.

### **ASSIGNMENT**

Select any method of your choice and write the teaching techniques and strategies for achieving the method.

### **SUMMARY**

Methods refer to overall approach, techniques to activities performed in the class and strategies mean the order in which activities are carried out in a class. In other words, method is the approach to concepts and generalizations; technique is an activity performed to achieve the method and strategy is activities sequenced to achieve method.

### **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
- Dubey, D.L. & Barth, J.L. (2004). Social Studies: the inquiry method approach. Lagos: Thomas and Nelson.
- Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.

## **UNIT 4: APPROACHES TO TEACHING SOCIAL STUDIES IN SCHOOLS**

### **INTRODUCTION**

Social Studies is a dynamic subject area and, therefore, requires dynamism in its approach. In selecting an instructional approach, teachers must consider the level, ability of clients and the resources available. Social Studies teachers must further be guided by questions such as – how can I teach for permanency? Which teaching methods serve my purpose? And how can I reduce dullness and maintain attention in my class?

This unit will help in addressing the questions posed in the minds of Social Studies teachers.

### **OBJECTIVES**

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

1. State factors that determines effective teaching in a Social Studies classroom;
2. Itemise the major types of teaching methods; and
3. Mention any two examples of each.

### **HOW TO STUDY THIS UNIT**

1. Be aware that the techniques and learning of Social Studies lesson should be a complete departure from the traditional classroom practices.
2. Study and apply the diagram on the approaches to the teaching of Social Studies.
3. Make effort to do the activities in this unit.

### **WORD STUDY**

Expository: a clear and detailed explanation.

Departure: a change from what is usual or expected.

### **APPROACHES TO TEACHING SOCIAL STUDIES**

Effective teaching depends on a number of factors such as preparedness of the teacher, the learner, the learning environment and the teacher's mastery of appropriate teaching techniques. In fact, most lessons start very well, but end up without achieving the stated objectives.

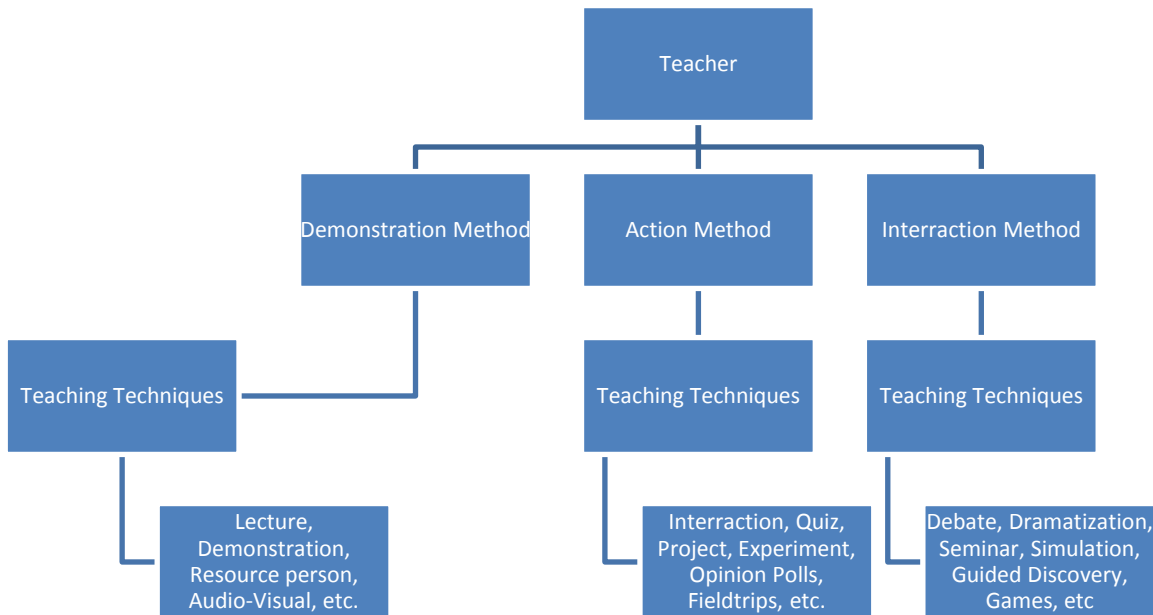
Social Studies teaching is, to large extent, influenced by the nature, goals and methods of Social Studies education. Teachers should endeavour to use variety of teaching techniques so as to maintain interest and cater for the individual differences among their learners. Alternating teaching techniques can be one way of maintaining interest and attention. Social Studies learning can be strongly facilitated when students are actively involved. It is disturbing, however, that although Social Studies teachers claim to be using action and interaction techniques, the actual classroom practices are expository. There is no gainsaying here that for the teaching and learning of Social Studies to be meaningful, its classroom should be a complete departure from the traditional practices.

### **ACTIVITY I**

What are the various factors that determine effective teaching in a Social Studies classroom?

### **TYPES OF APPROACHES TO TEACHING SOCIAL STUDIES**

Social Studies teaching methods and techniques can be diagrammatically represented as in Fig. 1



The above methods and techniques will be discussed in details in the subsequent units.

### ACTIVITY II

1. How many major types of Social Studies teaching methods do we have? Name them.
2. Name two examples each of the techniques that can be used to achieve the method.

### SUMMARY

Social Studies methods, when used in classroom teaching, can be effective if factors such as teacher preparation, learners, learning environments and the teacher's mastery of appropriate teaching methods are put into proper consideration.

There are three major types of methods used in teaching Social Studies. These are presentation, action and interaction methods. There are various types of techniques for effective use of each method.

### ASSIGNMENT

Identify other types of teaching techniques other than those mentioned in this text and group them under the different types of teaching methods.

### REFERENCES

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
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## **UNIT 5: PRESENTATION METHOD**

### **INTRODUCTION**

Presentation method include the most traditional forms of classroom interaction, that is, teaching in general is thought to be the presentation of ideas and information through verbal communication. The students are passive and inactive. Unfortunately, fact changes rapidly. This is because what we know today may become obsolete in a few hours or days to come.

### **OBJECTIVES**

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

1. define presentation methods;
2. enumerate the merits of presentation techniques; and
3. state some of the demerits of presentation techniques.

### **HOW TO STUDY THIS UNIT**

1. Take note that the presentation method is a passive way of learning, but you can make it active through the use of questioning techniques.
2. Do the assignment at the end of the unit.

### **WORD STUDY**

Passive: the act of accepting what happens or what people say without trying to change it.

### **PRESENTATION METHOD**

Presentation method is the most popular teaching method. In this type of method, the communication is one way; the teacher who is supposedly trained imparts what he feels are the facts to the recipients – the students.

Presentation technique can be used to complement other teaching techniques so as to raise important issues to think about. Social Studies teachers must not rely on these techniques alone. The organization, merits and demerits of some of these techniques are noteworthy.

### **LECTURE TECHNIQUE**

Lecture is usually a formal talk prepared and organized by the teacher. Lecture technique is used in presenting information and facts to students. The procedure is simple – the teacher does most of the talking, while students listen. The students are passive listeners. Lecture method can be used to give students additional ideas, facts and information that cannot be easily obtained.

In a lecture session, the students listen, taking note of the main points and summarising what was said. Well ventilated classroom, adequate textbooks and the teacher's mastery of the subject matter are necessary ingredients.

### **MERITS**

1. Good lecture can sharpen skills of listening, note-taking, summarizing information and writing.
2. It can give a lot of information to students that may be beyond their reach.
3. It is used in the definition of Social Studies concepts for easy understanding and clarification by students.

### **DEMERITS**

1. The students are passive and, therefore, inactive in a teaching-learning process.
2. Lecture encourages rote-learning, memorization and regurgitation of facts to the detriment of understanding.

3. Learning cannot be maximized as students are not given the opportunity to participate and demonstrate what they have learnt.

### **ACTIVITY I**

1. Define presentation method in your own words.
2. Enumerate any two advantages of the lecture technique.

### **RECITATION TECHNIQUE**

This is another teaching technique that can be classified under presentation method. It is the oral delivery of memorized materials. The teacher using this technique can urge the students to read a chapter of a textbook and commit some points to memory.

For instance, he could ask the students to read a history textbook and particularly a chapter on the Nigerian Civil War and ask the students to state three main causes of the war.

### **MERITS**

1. It sharpens students' skills of memorization.
2. It encourages broad and in-depth reading.
3. It helps learners to develop and improve their spelling skills.

### **DEMERITS**

1. Social Studies' goal of critical thinking cannot be achieved using this technique.
2. Whatever is memorized can be easily forgotten as a result of disuse.
3. It does not provide adequate knowledge to the students for them to solve complex problems that affect them and others later in life.

### **ACTIVITY II**

1. Explain your understanding of the recitation technique.
2. State any two disadvantages of the technique.

### **ASSIGNMENT**

Write 3 advantages and disadvantages of other presentation techniques you know.

### **SUMMARY**

The presentation method requires the teacher to do most of the talking, while the students are passive listeners. Examples of teaching techniques are lectures, recitation, demonstration, use of resource person, etc. The lecture technique is good when it is used to present facts or define concepts, but when it is used as a lone technique, it makes the class boring and uninteresting since learners do not actively participate. The memorization technique promotes reading culture in students, but does not promote critical thinking which is a major goal of Social Studies.

### **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
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## **UNIT 6: ACTION METHOD**

### **INTRODUCTION**

Social Studies teaching methods are classified based on what it entails in the real classroom setting. Some methods require the active participation of learners in the teaching-learning process. Such methods promote permanence of learning because learners do not easily forget what they do. These methods requires learner to seek and evaluate information for better comprehension of concepts.

This unit will discuss some of the techniques that require active involvement of learners.

### **OBJECTIVES**

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

1. state two or more types of action techniques;
2. enumerate the advantages of action techniques; and
3. highlight its disadvantages.

### **HOW TO STUDY THIS UNIT**

1. Develop in the learners the skill of problem-solving.
2. Endeavour to practicalize your lesson in order to ensure active learning.
3. The activities in this unit are very vital.

### **WORD STUDY**

Fostered: to help a skill, feeling or idea.

Puzzle: a game or toy having pieces that need to be put together.

### **ACTION METHOD**

This method is a departure from the presentation techniques. The students are active and encouraged to learn by themselves. The teacher is to arrange the learning situation. These techniques are valuable in the sense that they make learning more effective and ensure permanency by minimizing teacher influence. The students are encouraged to learn in their own ways.

Teaching techniques that fall in this category include, among others, project, puzzle, experiment, exercise, fieldtrips, surveys and questioning. The survey and fieldtrip techniques will be discussed.

### **SURVEY TECHNIQUE**

Social Studies study man and his organic relationship with the social and physical environment. In surveys, students are sent out of the classroom to collect information on specific topics/issues. Students in the course of a survey use instrument such as interview schedules and questionnaires. They are tools by which students can gather information on a given topic.

### **MERITS**

1. It helps to develop in students the skills of data collection, organization and analysis.
2. It inculcates in learners the scientific attitude of respecting evidence, that is empirical facts.
3. It equips students with tools for rational decision-making processes.
4. It equips students with tools for solving problems that may affect them and others later in life.

### **DEMERITS**

1. Inadequate data may hinder adequate preparation and use of the technique.
2. It is time-consuming and requires a lot of resources.

3. It requires students to develop pre-requisite skills such as writing, reading and summarizing of points.

### **ACTIVITY I**

1. Mention any five types of action technique.
2. In your own words, explain the survey technique.

### **FIELD TRIP**

Fieldtrips constitute one way by which students can be assisted to benefit from more of their senses. Fieldtrip requires learners to be taken out to see how things operate in the community. Several people and places of interest exist within the community that can be used to enrich the Social Studies lesson.

The Social Studies teacher wishing to take students for a fieldtrip must organize very well. He should inform the school authority and seek the consent of parents before making appointment with the places he wishes to visit. The teacher must state the objectives of the trip and what the students would benefit from the visit.

### **MERITS**

1. Learners get firsthand learning experiences leading to greater retention of learned materials.
2. Skills of observation, information gathering and analysis are promoted.
3. Better attitude towards people, societal events and processes is encouraged.
4. School-community relationship is fostered.
5. It sustains students' interest in the subject through encouraging learning by doing.

### **DEMERITS**

1. It is costly in terms of time, efforts and money.
2. There is possibility of accidents and injuries occurring.
3. Lack of communication between the host and the teacher may disrupt the trip.

### **ACTIVITY II**

1. What is fieldtrip?
2. Enumerate 3 advantages and 2 disadvantages of the technique.

### **ASSIGNMENT**

Discuss the project and questioning techniques and also highlight their advantages and disadvantages.

### **SUMMARY**

Action method is termed as the opposite of the presentation method. This is because it allows active participation of students in the teaching-learning process. Examples of action techniques include project, survey, puzzle, fieldtrip and questioning, among many others.

### **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
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## **UNIT 7: INTERACTION METHOD**

### **INTRODUCTION**

Certain concepts in Social Studies require the interaction of the teacher and the students. This type of method tries to bridge the gap between teacher-centred and learner-centred approaches. This method is advocated by the proponents of the social learning theory as capable of promoting the learning of Social Studies concepts.

### **OBJECTIVES**

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

1. identify various types of interaction techniques;
2. highlight the advantages of interaction techniques; and
3. list the advantages and disadvantages of debate.

### **HOW TO STUDY THIS UNIT**

1. Exploit the opportunities of using different techniques of interaction in the classroom.
2. Remember to organize debates, discussion sessions, games and simulation activities as part of interaction method.
3. Do not forget to complete the assignment at the end of this unit.

### **WORD STUDY**

Theorists: someone who develops ideas in a particular subject.

Proponents: someone who persuade or support something.

### **INTERACTION METHOD**

This method found its way into the classroom as a result of strong emphasis on social learning. The social learning theorists conceptualize learning as a social not individualistic. In other words, this learning theory which is now applied in classrooms was a counter thesis of Piaget's work. According to the proponents of social learning theory, much learning occurs as a result of interaction in the socialization process.

It, therefore, requires Social Studies teacher to exploit opportunities by encouraging group work and other patterns of interaction among peers and other members of the school community. The techniques that can be classified under this method are brainstorming, debates, simulations, games, seminars, tutorials and panel discussions.

### **ACTIVITY I**

1. Who are the proponents of interaction method?
2. List any four techniques of interaction method.

### **BRAINSTORMING**

The curriculum of Social Studies comprises issues and topics about people, far and near. These issues are expected to be presented to the students. Some issues are controversial, while others are not. The teacher should be able to moderate between what students learnt at home and at school. In brainstorming sessions, issues are considered intensively in an informal and free atmosphere. Students provided with opportunities of finding out information and facts from various sources at their disposal and presenting them verbally.

In brainstorming, the teacher assumes the leadership so as to guide and monitor the brainstorming session. Each student, therefore, should be allowed to contribute in his own way.

## **MERITS**

1. It provides opportunity to share ideas, tolerate each other and respect other people's opinion.
2. It promotes Social Studies teachings of open-mindedness, critical thinking and creativity.
3. It promotes the spirit of team work and cooperation for the common good amongst the students.

## **DEMERITS**

1. Brainstorming can easily get out of hand because of its informal nature.
2. It can be too noisy if not carefully managed.
3. It requires on the part of the teacher adequate skills of classroom management.

## **DEBATE**

Debate is an important technique of teaching Social Studies. It focuses on the pros and cons of an issue or several important issues in the community. In a formal debate, two groups are recognized on an issue. One group will argue for and the other against.

In debate, there is a team of judges who must agree on the group that has presented the strongest arguments. After the debate, the judges would announce the result, using criteria that would have been announced before the debate. The chairperson must moderate, keeping both groups to the topic or issue under discussion, allowing listeners from both sides to make contributions and maintaining of order generally.

## **MERITS**

1. It helps students to think clearly and develop skills of presenting arguments in support of their thinking.
2. It is exciting.
3. It develops in the students skills of reading, writing and logical presentation of points.
4. It builds confidence in students.

## **DEMERITS**

1. It can be rowdy if not properly controlled.
2. Members of the audience can easily be irritated and become impatient by overlong speeches.
3. If the topic or issue is not well balanced, the debate may be a fruitless venture.

## **ACTIVITY II**

1. Enumerate any 3 advantages and disadvantages of brainstorming.
2. What are the pre-requisites for using the debate technique?

## **ASSIGNMENT**

Develop any 5 good topics that can be used in a debate for teaching Social Studies.

## **SUMMARY**

The interaction method is advocated by the proponents of the social learning theory. This method promotes the spirit of group work among the students. Examples of techniques are debates, seminars, and panel discussions among others. If brainstorming and debate are not properly managed, the classroom teacher may lose classroom control.

## **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
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## **UNIT 8: THE INQUIRY APPROACH**

### **INTRODUCTION**

This is a central method in Social Studies teaching and learning. It is an organized, well-directed search which takes students out of the classroom in order to examine issues and interpret information. Students are required to gather necessary information, collect data and also analyze such data collected. The main work of the teacher is to help in identifying the problem, issue or question that is to be discussed and to assist the students in gathering information for the study. This unit will look at what inquiry method in a Social Studies classroom is all about.

### **OBJECTIVES**

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

1. define inquiry method;
2. enumerate the steps involved in the inquiry process; and
3. state the benefits of inquiry method.

### **HOW TO STUDY THIS UNIT**

1. Apply the steps involved in the inquiry process.
2. Make learners responsible by encouraging them to seek for knowledge through the inquiry process.

### **WORD STUDY**

Inquiry: act or process of asking questions.

### **INQUIRY METHOD**

Inquiry method is usually considered the most appropriate for use in Social Studies classes. To inquire means “to find out”. The inquiry method is an approach to instruction designed to seek answers to identified problems. It is an organized, well-directed search which allows students to deepen their understanding of ideas, issues and wants by having to examine and interpret them in a formal way. The inquiry class is a seeking, questioning and searching class. The role of the teacher is to initiate the process through skilful questioning to challenge the thinking processes of the learners. The learners take the responsibility for their learning by collecting and assessing information, make inferences, establish relationships and draw conclusions.

The inquiry process involves the following steps:

1. The experience.
2. State of uncertainty or doubt
3. Defining and framing the problem
4. Formulating hypothesis(es)
5. Collection of data
6. Generalization

Adoption of this process allows students to discover and learn through investigation. The survey technique can be used to help learners identify problems and seek rational solutions to them. The use of the inquiry process in teaching and learning liberates learners from total dependence on the teacher and encourage an exploratory spirit in them. Sufficient time is needed in order to follow the process to its logical conclusion.

### **ACTIVITY I**

1. What is inquiry method?

2. A teacher intends to use the inquiry method in the class, what are the steps for the inquiry process?

### **IMPACT OF INQUIRY METHOD TO THE TEACHING AND LEARNING OF SOCIAL STUDIES**

The inquiry is relatively new as a means of teaching, but it is important because it promotes “scientific approach” to teaching and learning. It promotes skills of observation, information gathering and the analysis of information. It encourages students to be objective and to see varied dimensions and aspects of ideas or problems. Through the working out of simple problems and formulation of generalizations, students gain necessary experience in understanding the operations of events, people and society.

### **ACTIVITY II**

State any three ways the inquiry approach is useful to the teaching and learning of Social Studies.

### **ASSIGNMENT**

Briefly summarize what you understand by inquiry method.

### **SUMMARY**

The collection, classification and analysis of information gathered are the aspects which give this method the name “inquiry”. When using inquiry method, the teacher involves the students in activities of investigation, collection and understanding of information.

### **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
- Ololobou, Y.P.S. (2004). Social Studies for Effective Citizenship. Kano: The Kano-Zaria Social Studies Collective.



## **UNIT 9: CONCEPTUAL APPROACH TO SOCIAL STUDIES INSTRUCTION**

### **INTRODUCTION**

Conceptual approach to Social Studies instruction involves the grouping of objects or events around learners and helping them respond to them in terms of class attributes. Concepts and generalizations form a great part of Social Studies instruction. Integrated knowledge and understanding are promoted through Social Studies concepts and generalizations.

### **OBJECTIVES**

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

1. define concept and generalizations;
2. explain the kinds of concepts; and
3. list the criteria for making generalizations.

### **HOW TO STUDY THIS UNIT**

1. Make no haste to understand the terms – concept and generalization in Social Studies.
2. Adopt concept–mapping as one aspects of studies practical lesson.
3. The activities and assignments will be very helpful.

### **WORD STUDY**

Attributes:                      quality or feature especially the good ones.

### **DEFINITION OF CONCEPT**

A concept is a category which like a basket puts those objects that belong together into a class because of the attributes which they share under a given system of classification. Concepts creatively restructure the individual's perception of reality by simplifying the environment and the signals from it in order to make meaningful response to the environment. In a simpler form, concept refers to ideas about a class of objects and the attributes or characteristics of those objects that differentiate the class from all other classes of objects.

### **KINDS OF CONCEPTS**

Concepts are classified into three, namely:

- a. Conjunctive concepts: which are defined by the joint presence of several attributes in an idea, examples are Arable Land and Social Class.
- b. Disjunctive concepts: which are defined by ideas with alternate attributes. Examples are family, citizen.
- c. Relational concepts: which define the relationship among attributes. For example, son-in-law.

### **ACTIVITY I**

1. Define concepts in one sentence.
2. Enumerate the 3 kinds of concepts and explain any two.

### **GENERALIZATIONS**

Generalizations are law-like statements which express the relationship among concepts. Generalizations explain a total situation or summarize a large body of data. They can be applied generally where similar situation exist.

For any generalization to be considered worthy of Social Studies content, it must fulfil the following criteria:

1. Validity

2. Significance
3. Durability
4. Appropriateness
5. Balance

The teaching of generalizations in Social Studies classes requires the teacher to task the thinking ability of the students. The approach requires the use of inquiry procedures where learners seek the use of evidence in the examination of generalizations. The students can make use of data derived from various sources. For instance, they can pool information and interpret remembered facts in accordance with requirement of the issue under consideration. In addition, they can engage in practical observation or experimentation. The collection of data is to facilitate the testing of the generalization for the purpose of accepting or rejecting it on the basis of available evidence. Thus, the teaching of generalizations requires a seeking, questioning attitude where insight is gained into the thinking processes of the learners.

### **ACTIVITY II**

1. What is generalization?
2. State any 4 criteria for making generalizations.

### **ASSIGNMENT**

Write any ten concepts in Social Studies you know.

### **SUMMARY**

Concepts refer to ideas about a class of objects and the attributes of those objects that differentiate the class from all other classes of objects. The kinds of concepts in Social Studies are conjunctive, disjunctive and relational concepts. Generalizations on the other hands are law-like statements which express the relationship among concepts. Generalizations must fulfil the criteria of validity, significance, durability, appropriateness and balance for it to be considered worthy of Social Studies content.

### **REFERENCES**

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## **UNIT 10: CONSOLIDATION**

### **INTRODUCTION**

This unit reviews unit 1-9 which deals with Social Studies Methodology. The unit will specifically discuss the importance of methodology in the teaching and learning process. To achieve this, the entire unit has focused on different types of teaching methods such as presentation method, action method and interaction method and how these methods can be effectively utilised in the process of teaching and learning. The effective use of these methods by Social Studies teachers has led to permanent positive change in behaviour.

### **OBJECTIVES**

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

1. explain the concept of teaching methods and their types;
2. state the importance of teaching methods; and
3. examine the complimentary techniques for each teaching methods.

### **WORD STUDY**

As already presented in the other nine units that make up the module.

### **TEACHING METHODS**

Teaching methods are general approaches of teachers as regards to the presentation. Effective teaching depends on a number of factors such as the preparation of the teachers, the learner, the learning environment and the teachers' mastery of appropriate teaching techniques.

### **TYPES OF TEACHING METHODS**

The following are examples of teaching methods and complimentary techniques:

1. Presentation method: lecture, demonstration, recitation.
2. Action method: project, fieldtrip, opinion polls.
3. Interaction method: debate, seminar, simulation.

### **ACTIVITY I**

1. Give the definition of teaching methods.
2. Mention three types of teaching methods.

### **IMPORTANCE OF TEACHING METHODS**

- a. Teaching methods enables the teacher to achieve the goal of teaching, which is the imparting of knowledge to the learners.
- b. Teaching methods helps the teachers in the systematic presentation of facts, concepts and generalizations in the classroom. It is thus, the teacher's guideline in the presentation of the subject matter.
- c. Teaching methods helps in bringing learners into contact with subject matter.
- d. Teaching methods promotes the inculcation of knowledge, content, skills, attitudes and values in Social Studies students in a teaching-learning setting and ultimately helps in accomplishing the stated objectives of a lesson.
- e. It assists the teacher in the planning process of the teaching in terms of appropriate materials and activities to be used so as to avoid haphazard behaviour in the classroom situation.

### **ACTIVITY II**

Briefly discuss the role teaching methods in the teaching and learning process of a Social Studies classroom.

## **ASSIGNMENT**

1. What is meant by teaching methods?
2. Write short notes on the following:
  - a. Lecture technique
  - b. Field trip
  - c. Debate
3. Enumerate the advantages and disadvantages of recitation technique.

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## **MODULE 7: NIGERIA AS A NATION**

### **UNIT 1: THE CONCEPTS OF NATION AND NATION-BUILDING**

#### **INTRODUCTION**

Nigeria is a geographical entity and a reality in the West African sub-region. It is a creation of the British colonial administration through the amalgamation of the Southern and Northern protectorates in 1914 by Lord Lugard.

#### **OBJECTIVES**

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

1. define nation;
2. list examples of nations; and
3. explain what is nation-building.

#### **HOW TO STUDY THE CAREFULLY**

Put down major points. Answer the questions in the activity

#### **WORD STUDY**

Descent – came from a generation

Sovereignty – having a complete power to govern or rule a country

#### **CONCEPTS OF NATION AND NATION-BUILDING**

The term nation can be viewed from two perspectives. According to Macdonald, a nation is body of people marked off by their common descent, language, culture or historical tradition or the people of a state. From another point of view, Procter opined that a nation is a large group of people with the same race and language or a large group of people living in one area and usually having an independent government.

The above explanations allow us to take the following preliminary positions:

- i. The various ethnic groups (Hausa, Igbo, Yoruba, Fulani, Ijaw, Ibibio, Igala, Efik, Igbira, Nupe, etc) that make up Nigeria nation.
- ii. The Nigerian state, made up of various ethnic groups and characterised by people, territory, government and independence or sovereignty is also a nation.
- iii. Nigeria as a nation is made of smaller 'ethnic-nations'.

#### **NATION-BUILDING**

Ololobou observed that ... leaders of states resist attempts to dismember their territories. Instead, they aspire to the welding of the contents of their states into single, unified, indivisible wholes by evolving and implementing appropriate policies and working for growth and development, politically, economically and socio-culturally. This is nation-building, particularly in multiculturalism.

The colonial office – London conceptualized nation-building as creating ever-widening loyalties: first of the individual to his immediate group, then of his group to a wider grouping, then of the wider grouping to the territory or country as a whole. It involves the building up of a wider unity and the development of a sense of common citizenship and loyalty among several communities. Nation-building is the process whereby the leaders of a country strive to achieve unity and progress for their nation through the various programmes designed by the leaders politically,

socially, economically and culturally. It is aimed at promoting peace and harmony; reducing conflicts... create condition for progress.

In essence, nation-building can be seen as a deliberate attempt to bring together all component parts of a geopolitical entity for oneness of purpose in growth and development.

### **ACTIVITY I**

1. What do we mean by nation? Give any 4 examples of a nation.
2. Briefly explain what is nation-building.

### **ASSIGNMENT:**

Why is nation building an important process?

### **SUMMARY**

This unit is on the concept of the nation and nation building. The concept is that of a group of people coming together for mutual benefits. They do not want to be dismembered by their leaders

### **REFERENCES**

- Ololobou, Y.P.S., Jacob, S. & Ndazhaga, J. (2000). Dimensions of Social Studies Vol. 2. Pankshin: Academic Trust Fund.
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## UNIT 2: NIGERIA AS A GEOPOLITICAL ENTITY

### INTRODUCTION

This unit is on Nigeria as a political entity. It presents the total land area of Nigeria and its rivers. All the things that make Nigeria a political entity are discussed in the unit.

### OBJECTIVES

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

1. state the total land area of Nigeria;
2. mention the two major rivers of Nigeria; and
3. enumerate the some international organizations to which Nigeria belong.

### HOW TO STUDY THIS UNIT

1. Be conversant with the map of Nigeria.
2. Locate the relief, vegetational and water distribution around Nigeria.

### WORD STUDY

- Converge - Collect in a place
- Diversity - so many ways

### NIGERIA AS A GEOPOLITICAL ENTITY

Nigeria is located in Western Africa on the Gulf of Guinea and has a total area of 923,768 km<sup>2</sup> (356,669 sq mi), making it the world's 32nd-largest country (after Tanzania). It is comparable in size to Venezuela, and is about twice the size of California. It shares land borders with the Republic of Benin in the west, Chad and Cameroon in the east, and Niger in the north { 4,047 kilometres (2,515 mi) border with Benin (773 km), Niger (1497 km), Chad (87 km), Cameroon (1690 km), and has a coastline of at least 853 km}. Its coast in the south lies on the Gulf of Guinea on the Atlantic Ocean. Nigeria lies between latitudes 4° and 14°N, and longitudes 2° and 15°E.



Fig. ==The Zuma Rock near Suleja

The highest point in Nigeria is Chappal Waddi at 2,419 m (7,936 ft). The main rivers are the Niger and the Benue Rivers which converge and empty into the Niger Delta, one of the world's largest river deltas and the location of a large area of Central African Mangroves.

Nigeria has a varied landscape. The far south is defined by its tropical rainforest climate, where annual rainfall is 60 to 80 inches (1,524 to 2,032 mm) a year. In the southeast stands the Obudu Plateau. Coastal plains are found in both the southwest and the southeast. This forest zone's most southerly portion is defined as salt water swamp, also known as a mangrove swamp because of the large amount of mangroves in the area. North of this is fresh water swamp, containing different vegetation from the salt water swamp, and north of that is rain forest.

Nigeria's most expansive topographical region is that of the valleys of the Niger and Benue River valleys (which merge into each other and form a "y" shape). To the southwest of the Niger there is "rugged" highland, and to the southeast of the Benue are hills and mountains which forms the Mambilla Plateau, the highest Plateau in Nigeria. This plateau extends to the border with Cameroon, this montane land is part of the Bamenda Highlands in Cameroon. The area near the border with Cameroon close to the coast is rich rainforest and part of the Cross-Sanaga-Bioko coastal forests eco-region, an important centre for biodiversity including the drill monkey which is only found in the wild in this area and across the border in Cameroon. It is widely believed that the areas surrounding Calabar, Cross River State, also in this forest, contain the world's largest diversity of butterflies. The area of southern Nigeria between the Niger and the Cross Rivers has seen its forest more or less disappear to be replaced by grassland.

Everything in between the far south and the far north, is savannah (insignificant tree cover, with grasses and flowers located between trees), and rainfall is between 20 and 60 inches (508 and 1,524 mm) per year. The savannah zone's three categories are Guinean forest-savannah mosaic, plains of tall grass which are interrupted by trees and the most common across the country: Sudan savannah, similar but with shorter grasses and shorter trees; and Sahel savannah, comprised patches of grass and sand, found in the northeast. In the Sahel region, rain is less than 20 inches (508 mm) per year and the Sahara Desert is encroaching. In the dry north-east corner of the country lies Lake Chad, which Nigeria shares with Niger, Chad and Cameroon.

Nigeria known as "the Giant of Africa", is the most populous country in Africa, the seventh most populous country in the world and the most populous black country. Nigeria is roughly divided in half between Muslims, concentrated mostly in the north, and Christians, who mostly live in the South and central parts of the country. A minority practice traditional religions, especially the Yoruba religion. Its oil reserves have brought great revenues to the country. It is listed among the "Next Eleven" economies, and is a member of the Commonwealth of Nations.

Nigeria is a recognized, independent, sovereign state. She is also a member of the Economic community of West African States (ECOWAS), the African Union (AU) and the United Nations Organization (UNO). The country is divided into thirty-six states and a Federal Capital Territory (FCT). These are further subdivided into seven hundred and seventy-four local government areas.

### **ACTIVITY I**

1. What is the total land area of Nigeria?
2. How many major rivers do we have in Nigeria? Name them.
3. State any 3 international organizations to which Nigeria is a member.

### **ASSIGNMENT**

Describe the geographical facts represented about Nigeria in this unit.

### **SUMMARY**

This unit has provided you with the basic historical, geographical and political facts about Nigeria. They are facts that all Nigerians should know. Let them be at your finger tip as a social studies' teacher.

### **REFERENCES**

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## UNIT 3: ETHNIC GROUPS IN NIGERIA

### INTRODUCTION

There are very many ethno-linguistic groups in Nigeria. Writers and authors have given various numbers such as 250, 350, 500, etc. This unit will help in enlightening you on the various ethnic groups that make up Nigeria. That is, the major ethnic groups and the minority ethnic groups.

### OBJECTIVES

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

1. enumerate the major ethnic groups in Nigeria;
2. identify the states where some of these ethnic can be found; and
3. state the major characteristics of members of these ethnic groups.

### HOW TO STUDY THIS UNIT

Read the unit carefully. Jot major points down in your notebook, master these points.

### WORD STUDY

Minor - not too important.

Lingual - to do with languages.

### ETHNO-LINGUISTIC GROUPS



A Hausa harpist



Igbo men



Yoruba drummers

Nigeria has more than 250 ethnic groups, with varying languages and customs, creating a country of rich ethnic diversity. The largest ethnic groups are the Fulani/Hausa, Yoruba, Igbo, accounting for 62% of population, while the Edo, Ijaw, Kanuri, Ibibio, Ebira, Nupe, Gwari, Itsekiri, Jukun, Urhobo, Igala, Idoma and Tiv comprise 33%; other minorities make up the remaining 5%. The middle belt of Nigeria is known for its diversity of ethnic groups, including the Pyem, Goemai, and Kofyar. The official population count of each of Nigeria's ethnicities has always remained controversial and disputed as members of different ethnic groups believe the census is rigged to give a particular group numerical superiority.

There are small minorities of British, American, East Indian, Chinese (est. 50,000), white Zimbabwean, Japanese, Greek, Syrian and Lebanese immigrants in Nigeria. Immigrants also include those from other West African or East African nations. These minorities mostly reside in major cities such as Lagos and Abuja, or in the Niger Delta as employees for the major oil companies. A number of Cubans settled in Nigeria as political refugees following the Cuban Revolution.

**ACTIVITY I**

How many major ethnic groups do we have in Nigeria? Name them.

**ETHNO-LINGUISTIC DISTRIBUTION OF BASED ON STATES**

S/NO	STATES	CAPITAL CITIES	INDIGENOUS ETHNO-LINGUISTIC GROUPS FOUND (LIST NOT COMPREHENSIVE)
1	Abia	Umuahia	Igbo
2	Adamawa	Yola	Margi, Kilba, Fulani, Ganda
3	Akwa-Ibom	Uyo	Ibibio, Efik, Izon (Ijaw)
4	Anambra	Awka	Igbo
5	Bauchi	Bauchi	Hausa
6	Bayelsa	Yenagoa	Izon (Ijaw)
7	Benue	Makurdi	Tiv, Idoma, Jukun
8	Borno	Maiduguri	Kanuri, bura, Shuwa, Arab
9	Cross River	Calabar	Efik
10	Delta	Asaba	Ika-Ibo, Urhobo, Ijaw, Isoko, Itshekiri
11	Ebonyi	Abakaliki	Igbo
12	Edo	Benin City	Edo
13	Ekiti	Ado Ekiti	Yoruba
14	Enugu	Enugu	Igbo
15	Gombe	Gombe	Tula, Tangala, Waja, Languda
16	Imo	Owerri	Igbo
17	Jigawa	Dutse	Hausa, Fulani
18	Kaduna	Kaduna	Gwari, Hausa, Fulani, Jaba, Bajju
19	Kano	Kano	Hausa, Fulani
20	Katsina	Katsina	Hausa, Fulani
21	Kebbi	Birnin Kebbi	Hausa, Fulani, Zabarmawa
22	Kogi	Lokoja	Ibira, Igala, Bassa-nge, Yoruba
23	Kwara	Ilorin	Yoruba, Nupe
24	Lagos	Ikeja	Yoruba
25	Nasarawa	Lafia	Tiv, Bassa-nge, Eggon
26	Niger	Minna	Nupe, Bassa, Hausa
27	Ogun	Abeokuta	Yoruba
28	Ondo	Akure	Yoruba, Ijaw
29	Osun	Oshogbo	Yoruba
30	Oyo	Ibadan	Yoruba
31	Plateau	Jos	Challa, Jarawa
32	Rivers	Port-Harcourt	Ogoni, Ijaw, Kalabari
33	Sokoto	Sokoto	Hausa, Fulani
34	Taraba	Jalingo	Jukun, Fulani
35	Yobe	Damaturu	Kanuri
36	Zamfara	Gusau	Hausa, Fulani
37	F.C.T.	Abuja	Jaba, Gwari, Bassa



Fig. ==A map of Nigeria exhibiting the 36 states and Federal Capital Territory

It should be noted that while indigenous ethno-linguistic groups are commonly dominant in the localities of their occurrence, economic and political forces have over the years forced migration resulting in a sizeable number of settler-elements (i.e. members of other ethno-linguistic groups) all over the country. There is therefore a remarkable mixture, particularly in the urban centres.

The Hausa are found in the northern part of the country. They are mainly farmers and traders. The Fulani people who live in close association with them are cattle rearers. The majority of them are Muslims.

The Igbo group has their home in the South-East of the country. They are mainly Christians. They are business-minded and financially prudent. They are out-going, but never forget their homeland.

The Yoruba people are found in the South-West of the country. They are the first ethno-linguistic group in the country to be exposed to western education. A Yoruba group is either a Christian, a Muslim or a Traditionalist. He is elegant in appearance and associated with elaborate marriage, naming and burial ceremonies.

The home of the Ijaw is the Niger-Delta, an area criss-crossed by creeks and distributaries and holding vast deposits of crude oil and natural gas. Ijaw culture is greatly influenced by their riverine environment. They travel in canoes and powered boats. Traditionalists among them serve water-gods.

## **ACTIVITY II**

1. Mention 3 states each where Yoruba, Hausa and Igbo ethnic group can be found.
2. Mention two major features of a typical Yoruba man.

## **ASSIGNMENT**

Describe the various ethno-religious groups in Nigeria.

## **SUMMARY**

This unit presents the various ethnic groups in Nigeria. These are classified as major groups (Igbo, Hausa and Yoruba), main groups (Efik, Ijaw, Ibibio, etc) and minority groups. Nigeria is also presented in terms of religious groups.

## **REFERENCES**

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## UNIT 4: POPULATION OF NIGERIA

### INTRODUCTION

The concern of this unit is human population. By human population, we mean the total number of humans (people) living in a defined area at a specified time.

### OBJECTIVES

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

1. define population; and
2. state how many states are in Nigeria.

### HOW TO STUDY THIS UNIT

1. Define the term “population”.
2. Mention the 36 states in Nigeria.

### WORD STUDY

Density: number of people per square kilometre.

Dependency ratio: ratio of those who are not working but must be catered for to the ratio of those who are working.

### POPULATION OF NIGERIA

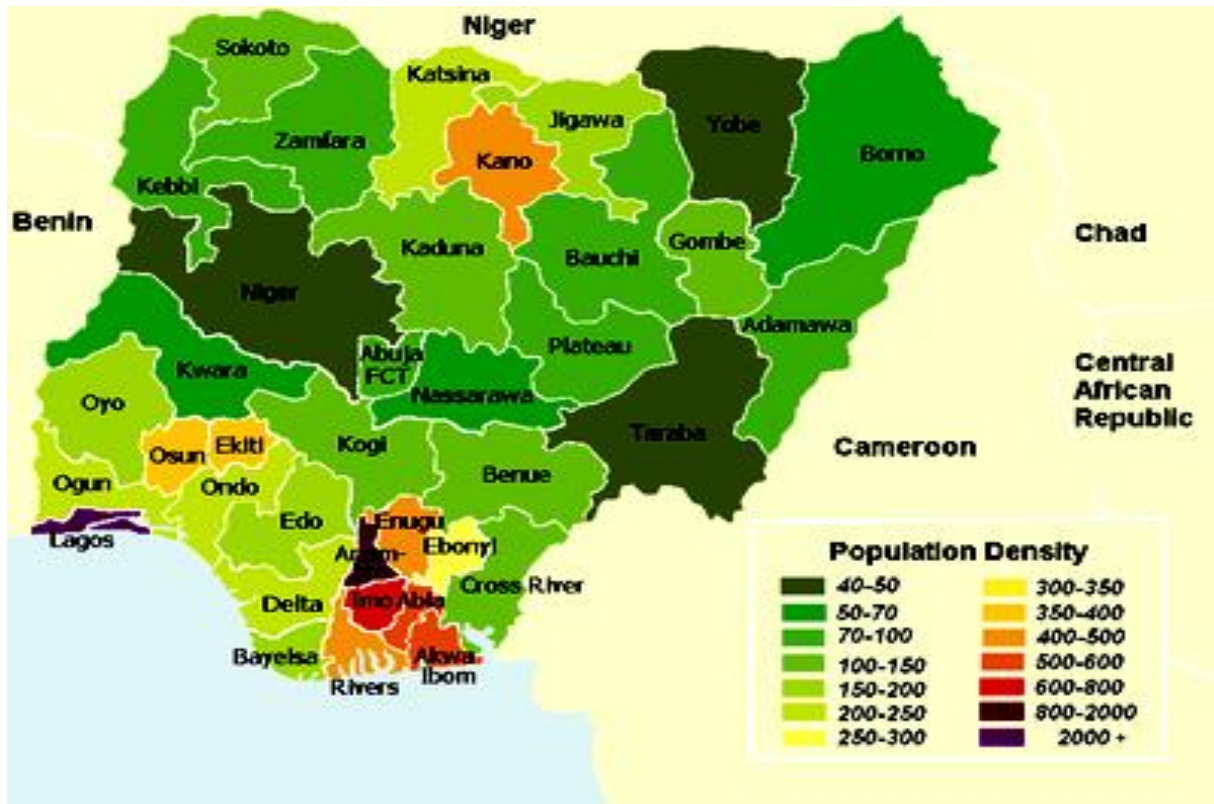


Fig. ==Population density in Nigeria

### POPULATION IN NIGERIA

YEAR	MILLION
1971	55.1
1980	71.1
1990	94.5
2000	124.8
2004	138.0
2008	151.3

Population in Nigeria increased from 1990 to 2008 by 57 million a 60% growth rate. Nigeria is the most populous country in Africa and accounts for about 18% of the continent's total population; however, exactly how populous is a subject of speculation. The United Nations estimates that the population in 2009 was at 154,729,000, distributed as 51.7% rural and 48.3% urban, and with a population density of 167.5 people per square kilometre. National census results in the past few decades have been disputed. The results of the most recent census were released in December 2006 and gave a population of 140,003,542. The only breakdown available was by gender: males numbered 71,709,859, females numbered 68,293,08.

According to the United Nations, Nigeria has been undergoing explosive population growth and one of the highest growth and fertility rates in the world. By their projections, Nigeria is one of eight countries expected to account collectively for half of the world's total population increase from 2005–2050. By 2100, the UN estimates that the Nigerian population will be between 505 million and 1.03 billion people (middle estimate: 730 million). In 1950, Nigeria had only 33 million people.

One out of every four Africans is Nigerian. Presently, Nigeria is the seventh most populous country in the world, and even conservative estimates conclude that more than 20% of the world's black population lives in Nigeria. 2006 estimates claim 42.3% of the population is between 0–14 years of age, while 54.6% is between 15–65; the birth rate is significantly higher than the death rate, at 40.4 and 16.9 per 1000 people respectively.

### **ACTIVITY I**

Define population.

### **IMPACT OF SIZE AND POPULATION OF NIGERIA ON THE COUNTRY**

1. Nigeria' population is large relative to those of other African countries.
2. There are many Nigerian living in other countries of the world (Diaspora).
3. The population is diverse, embodying many cultural or ethno-linguistic groups.
4. The population is unevenly distributed across the country. Although, there are more ruralites than urbanites, and urban density are much more higher that rural densities.
5. The dependency ratio is high. This slows down the development process.
6. The people are generally docile, unable to confront the leadership over inefficiency, exploitation and abuse of trust. The leadership keeps the followership divided manipulating ethnic, regional and religious schisms.
7. Nigeria's large population makes other countries, particularly African countries to see her as important and powerful.

### **ASSIGNMENT**

What is the impact of population on the development of the Nation?

### **SUMMARY**

This unit presents the population profile of Nigeria from 1971-2008. It also discussed the impact of size and population on the development of the country.

### **REFERENCES**

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## **UNIT 5: SYMBOLS OF NATIONAL UNITY**

### **INTRODUCTION**

Each nation has certain symbols with which they are easily identified and to signify an important aspect of their cultural heritage. Nigeria has a nation also has a variety of symbols with which it is associated. This unit will explain some of this symbols that helps in unifying all smaller nations/ethnic group as one sovereign entity.

### **OBJECTIVES**

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

1. define symbols;
2. identify major symbols of national unity; and
3. write out correctly the national anthem and pledge.

### **HOW TO STUDY THIS UNIT**

1. Always identify with the national symbols as a responsible citizen.
2. Focus your mind on the need for national identity and unity.
3. Reflect on the historical background of Nigeria's symbols of National Unity.

### **WORD STUDY**

Constitution: the document containing the laws/guidelines by which the country or an organization is governed.

### **SYMBOLS OF NATIONAL UNITY**

Symbol is defined as either a sign or object which is accepted as recalling, typifying or representing a thing, quality or idea. National unity is concerned with the ability of people or individuals in a heterogeneous society to sink their differences for the purpose of achieving the common good of the society.

There are numerous ways through which a community can preserve its traits. Various ethnic groups in Nigeria celebrate their common habits or important events with festivals, songs, proverbs, to mention just a few. In like manner, important common experiences are also marked by building statues, roads, parks, tombs or by naming places, streets and buildings.

The Federal, State and Local Governments create symbols to preserve national and local traits. At the national level in Nigeria, there are symbols like the Coat of Arms, National Flag, National Anthem, National Pledge and currency among many others.

Some of the national symbols of Nigeria are discussed below:

### **THE NIGERIA COAT OF ARMS**

The Nigeria Coat of Arms was introduced on 1<sup>st</sup> October 1960. Its motto is "Unity, Faith, Peace and Progress". It contains the following objects – black shield, silver 'Y', two white horses, red eagle and flower.



The objects in the coat of Arms represent the following – the black shield represents the good and fertile agricultural land of Nigeria. The silver ‘Y’ represents the Rivers Niger and Benue. The two white horses stand for the dignity of Nigeria. The red eagle represents national strength and pride. The flower known as cactus spectabilis represents the beauty of Nigeria.

### **THE NATIONAL FLAG**

The Nigerian National Flag was designed by Taiwo Akinkunmi in 1959. Before the national flag was hoisted for the first time on 1<sup>st</sup> October, 1960, the “Union Jack” which is the British national flag was in use in Nigeria. The Nigerian National flag has the following colours – Green-White-Green. The green colour stands for agriculture while the white colour stands for Unity, Peace and Love for the country.

### **ACTIVITY I**

1. What is meant by symbols?
2. Who designed the Nigerian National Flag?

### **THE NATIONAL ANTHEM**

Before Nigeria was granted independence, the British Anthem was in use. The national anthem which was introduced at independence was composed by a Briton. This was replaced by another anthem in 1978. The 1978 anthem which is the current one, was composed by Ben E. Odiase and it has two stanzas. It goes thus:

Arise O compatriots,  
Nigeria’s call obey,  
To serve our fatherland,  
With love and strength and faith,  
The labour of our heroes past,  
Shall never be in vain,  
To serve with heart and might,  
One nation bound in freedom,  
Peace and Unity.

Oh God of creation,  
Direct our noble cause,  
Guide our leaders right,  
Help our youths the truth to know,  
In love and honesty to grow,  
And living just and true,



Great lofty heights attain,  
To build a nation where,  
Peace and justice shall reign.

### **THE NATIONAL PLEDGE**

This was introduced after the Nigerian civil War. The Nigerian Civil War was of unity. The Civil War brought out clearly the need for Nigerian to serve the country with their strength, defend her unity and integrity, be faithful, loyal and honest. Thus, the national pledge reads as follows:

I pledge to Nigeria my country,  
To be faithful, loyal and honest,  
To serve Nigeria with all my strength,  
To defend her unity, and uphold her honour and glory,  
So help me God.

Two other instruments which contribute to oneness of purpose are the Nigerian Constitution and the Nigerian currency (the Naira) which is the common means of exchange in the country.

### **ASSIGNMENT**

1. Enumerate any 3 national symbols you know.
2. Write the national anthem and pledge from memory.

### **SUMMARY**

The strength of this unit is in the presentation of the national symbols, anthem and pledge that bind Nigeria together in unity. You should be familiar with all of these symbolic concepts of Nigeria.

### **REFERENCES**

- Emielu, S. A. (1996) Senior Secondary Geography. Ilorin. Geographical Bureau (Nig.)  
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## **UNIT 6: CULTURE**

### **INTRODUCTION**

Culture is synonymous with civilization and it embraces knowledge, beliefs, arts, morals, law, custom and any other capabilities and habits acquired by man as a member of a society.

### **OBJECTIVES**

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

1. define culture;
2. mention important aspects of culture; and
3. highlight the impact of culture on man.

### **HOW TO STUDY THIS UNIT**

1. Imagine a situation where all the tribal groups in Nigeria have the same cultural practices.
2. What impact has your culture made on you as a person?
3. You will find the activities in this unit useful and interesting.

### **WORD STUDY**

Culture - A way of life of people

Embrace - To come or put together.

### **CONCEPT OF CULTURE**

Culture is the sum total of the ways of life of a people which include a people's language, religion, ways of worship, festivals, dances, mode of dressing, dresses (clothing), names, naming ceremonies, values, norms, arts, crafts, music and education among others.

Culture is as old as the human race. This is supported by the fact that man has always had a way of living. Culture is transmitted from one generation to the other, so culture is learnt throughout the life of man. Culture is also cumulative. This implies that every successive generation contributes to it and preserves it for its society. Culture is dynamic because it changes overtime.

Material culture is made up of physical things which one can touch such as houses, farm tools, household tools, clothes, shoes, just to mention a few. Non-material culture is made up of things we can observe or feel but they are not physical in nature. Examples are language, ideas, ideals, knowledge, religion, music and dances among several others.

### **ACTIVITY I**

1. What do you understand by culture?
2. State any five aspects of culture.

### **IMPACT OF CULTURE ON MAN**

1. It gives a people an identity because it differentiates them from other people who have a different culture.
2. It gives people a sense of history thereby helping to shape their future. This is because it is passed from one generation to the other and it is cumulative.
3. It determines the school curriculum to an extent. This is because some of what is taught in school is based on the culture of a people.

4. It is a standard for determining the kind of behaviour that is acceptable in society and what should be done about the behaviour that is not acceptable.
5. It sometimes does not allow people to be flexible in behaviour. This is because flexibility may be regarded as deviance.
6. It can affect social institutions negatively especially marriage. For example, the choice of marriage partners of outcasts (OSU) in Igbo land is restricted.

### **ACTIVITY II**

1. Culture can be material or non-material. Mention any two examples of each.

### **ASSIGNMENT**

Discuss any two impact of culture on man.

### **SUMMARY**

Culture is the main preoccupation of this unit. Culture is defined as the sum total of the ways of life of a people. Different types of culture are described. These are material and non-material culture.

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## **UNIT 7: INTEGRATION – CONCEPT AND TYPES**

### **INTRODUCTION**

Integration is associated with the process through which the quality of relationship that exists between autonomous social units like ethnic groups, kinship groups and or cities change in a manner that erodes the autonomy of each and makes it part of a larger aggregate.

### **OBJECTIVES**

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

1. define the concept of integration;
2. enumerate the types of integration; and
3. state any two features of economic integration.

### **HOW TO STUDY THE UNIT**

Read the unit carefully. Take down notes on important points. Do all the activities.

### **WORD STUDY**

Integral - important part of

Autonomy - self-rule

### **CONCEPT OF INTEGRATION**

To integrate means to join to something else so as to form a whole. Integration of members of a social group is to join people together in a society, spend time with members of other groups and develop habits like their's. It is the process of bringing parts together to achieve a harmonious whole. Social groups or human societies can be brought together (integrated) in several ways – social, culturally, politically and economically.

In Nigeria, there are between two hundred and five hundred languages and or cultural groups. All these cultural groups are undergoing integration. This can be noticed in the following areas – dressing, marriage, language and religion.

### **ACTIVITY I**

1. Define integration.
2. Mention any two areas integration among cultural groups in Nigeria can be noticed.

### **TYPES OF INTEGRATION**

- a. Social integration: societies are commonly made up of people who primarily belong to different social groups. For instance, in apartheid South Africa, we had the blacks, whites and the coloured who virtually lived apart. In Nigeria, there are at least two hundred and fifty ethnic groups. In many countries in Africa, the citizens belong to different religious groups (e.g. Christianity, Islam, African Traditional Religion, etc). There are also professional groupings (e.g. teachers, nurses, engineers, doctors, journalists, etc). Governments would ordinarily want unity among the citizenry to enhance the achievement of articulated goals and objectives. They would not want groups living in water-tight compartments.

Social integration is thus the process of making groups less distinct through encouragement of social mixing, people inter-marry, no discrimination in accessing facilities, people reside where they wish and celebrate together.

Social integration enhances economic and political integration.

- b. Political integration: politics as conceptualized by Olojobou is a pervasive human activity in which individuals and groups seek authority, power and control. States (e.g. Nigeria) are recognised political units, the human content of which could be diverse. States and their

constituent political units (states e.g. Kaduna or Yobe state in Nigeria, local government areas, provinces, districts, etc) which reflect multiculturalism represent a level of political integration since diverse elements are tied together politically as it were. However, political integration becomes increasingly real when membership of political groups and representation of political units is not exclusive but inclusive and accommodative. In Nigeria for instance, regional, ethnic and religious political parties are not allowed. Membership of political parties is open to all Nigerians. In other words, political parties must be national in outlook.

- c. Economic integration: activities which lead to the production of goods and services that have utility are described as economic. Such activities include farming, fishing, lumbering, mining, industrial production, manufacturing, trading, etc. Economic integration means utility or oneness in economic pursuits and should reflect the following features:
- i. Freedom of citizens to invest their resources in any part of a country.
  - ii. Freedom of citizens to reside in or visit any part of a country for legitimate productive activities.
  - iii. Freedom of citizens to form partnerships to pursue legitimate productive activities anywhere in the country.
- d. Cultural integration: culture is the total way of a people – how they sing, dance; ways of greeting and dressing; their types of food; how they eat; how leaders are selected; how the dead are buried, etc. Cultural integration is the reduction of the cultural gap between groups. It occurs (usually as a slow process) when the cultural features (traits and trait-complexes) of one social group are accommodated and practised in the other. This could happen through overt government policies or peaceful, and cooperative living of groups.

### **ASSIGNMENT**

Discuss cultural and economic integration in Nigeria.

### **SUMMARY**

This unit is an introduction to the concept of integration in Nigeria. Different types of integration are discussed: social integration, political integration and economic integration.

### **REFERENCES**

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## **UNIT 8: EFFORTS AT NATIONAL INTEGRATION**

### **INTRODUCTION**

Nigeria is a plural or multicultural state; it is a state characterised by ethno-linguistic complexity and cultural diversity. Multiculturalism that is improperly managed would generate behaviours that are centrifugal. Unchecked centrifugal behaviours can lead to the break-up of the Nigerian state. No Nigerian leader will welcome that experience.

### **OBJECTIVES**

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

1. enumerate some of the efforts at national integration; and
2. state to some extent how successful these efforts have being.

### **HOW TO STUDY THE UNIT**

Read the unit carefully.

Put down the major points as you read.

### **WORD STUDY**

Complex - complicated

Dynamic - changing

### **EFFORTS AT NATIONAL INTEGRATION**

Over the years since independence in 1960, successive Federal Governments have imitated policies and acted to keep the country united. Such actions and policies can be summarised as follows:

1. The formulation of the main national objectives in the Second National Development Plan (1970-1974). The five main National objectives have been accepted as the necessary foundation for the National Policy on Education. The five main national objectives are:
  - a. A free and democratic society;
  - b. A just and egalitarian society;
  - c. A united, strong and self-reliant nation;
  - d. A great and dynamic economy; and
  - e. A land full of bright and full opportunities for all citizens.
2. Production and institutionalization of national symbols which are signs or objects to represent or recall some ideas or cherished qualities. Nigerian national symbols include: Coat of Arms, National Flag, National Anthem, National Pledge and currency (the naira).
3. Establishment of Federal universities, Federal Polytechnics, Federal Colleges of Education and Federal Government Colleges. These educational institutions are required by law to admit students from all the constituent states of the federation. Thus, they serve as socio-cultural melting pots for young Nigerians.
4. Recruitment into the Federal Civil Service and admission into Federal educational institutions are on quota-basis. This ensures fair representation, creates the needed sense of belonging and promotes oneness.
5. The National Youth Service Corps (NYSC). This gives Nigerians from different ethnic groups the opportunity to come together, know each other as well as know more about other Nigerians by serving in places other than their own.
6. The language policy of government. In Section 1, Article 8 of the National Policy on Education of the Federal Republic of Nigeria (1981). Government states its intention to use the

teaching of the three major languages (Hausa, Igbo and Yoruba) in schools in fostering national unity or national integration.

7. The adoption of the Federal Character in citing amenities.
8. The War Against Indiscipline (WAI), the Vision 2010 and the recent crusade against corruption are well capable of bringing about development and by extension national integration.

### **ACTIVITY I**

1. Enumerate any 4 efforts of government at national integration.

### **ASSIGNMENT**

State how successful you think the language policy has been in Nigeria.

### **SUMMARY**

This unit specifies Nigeria as a plural or multicultural state. In order to achieve unity in multicultural diversity, Nigerian government made frantic efforts through specific actions and policies. These include: formulation of main national objectives, production of national symbols, and establishment of unity-based federal institutions and universities.

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Abdullahi, A. A. (2005). Man and His Physical Environment. Ilorin. Mercy Prints.  
Ileoje N.P. (1972). A New Geography of Nigeria. Longman.

## **UNIT 9: PROBLEMS OF NATIONAL INTEGRATION AND THE WAY FORWARD**

### **INTRODUCTION**

Integration no matter its nature (that is, whether social, economic, political or cultural) is impeded by some factors. This unit will discuss factors that militate against national integration and also proffer the way forward.

### **OBJECTIVES**

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

1. state the salient factors that impede national integration in Nigeria; and
2. proffer practicable solutions to the problems of national integration in Nigeria.

### **HOW TO STUDY THIS UNIT**

Pay attention to the major points in this unit. Note how to solve the problems of national integration in Nigeria.

### **WORD STUDY**

Integration – uniting as one

Militate – working against

### **PROBLEMS OF NATIONAL INTEGRATION**

1. Colonial heritage: The colonizers through their various activities sowed the seed of disunity in Nigeria. Examples of such activities are the arbitrary creation of the Nigerian state and the division of Nigeria into regions. As a result of this, even several years after independence, Nigerians see themselves as belonging more to regions than the country.
2. Bad leadership: This is manifested through tribalism, nepotism, corruption and “divide and rule” which our leaders use to ensure that they keep themselves perpetually in office. They do this by promoting ethnicity and sectional loyalties instead of nationalism and the values of good citizenship.
3. Religious fanaticism: Religious fanatics use the two foreign religions (Christianity and Islam) in Nigeria in dividing us rather than uniting us.
4. Skewed development: In Nigeria, development more often than not is one-sided, that is in favour of those in power and the urban areas. This breeds ill-feelings and resentment amongst the marginalized majority.
5. Ignorance: The low level of literacy brings about low level of consciousness. This makes Nigerians suspicious of each other as well as makes majority of them tools that are easily manipulated for selfish reasons.
6. Foreign cultural penetration of Nigeria: This is through foreign films and programmes which are broadcast in cinema houses, television and radio stations. Some of these foreign films and programmes promote selfishness, violence, and immoral behaviour which are at variance with the culture of Nigerians. This partly is responsible for the preference of Nigerians for foreign goods, foods, cloths, songs and dances.

### **THE WAY FORWARD**

Three central needs of the Nigerian state are unity, stability and progress. These well considered goals can only be achieved and sustained if:

1. the leadership is selfless;
2. the citizenry is productive;
3. inter-ethnic, inter-religious and inter-regional marriages are encouraged;



4. those who leave their home-base to live and work elsewhere are rewarded instead of being persecuted;
5. there is fairness; it is not only unfair but also criminal to persistently cart away the natural resources found in an area leaving the area in abject poverty and the environment degraded.

### **ACTIVITY I**

1. Mention any five problems of national integration in Nigeria.

### **ASSIGNMENT**

Discuss solutions to the problems of national integration in Nigeria.

### **SUMMARY**

In this unit, the problems of national integration are outlined. These include: colonial heritage, bad leadership, religious fanaticism, ignorance, and foreign cultural penetration. The way forward towards solutions to these problems was suggested at the end of the unit.

### **REFERENCES**

- Emielu, S. A. (1996) Senior Secondary Geography. Ilorin. Geographical Bureau (Nig.)  
Abdullahi, A. A. (2005). Man and His Physical Environment. Ilorin. Mercy Prints.  
Ileoje N.P. (1972). A New Geography of Nigeria. Longman.

## **UNIT 10: CONSOLIDATION**

### **INTRODUCTION**

This Unit is a summary of all the topics treated in units 1-9 of the module. The attempt in the Unit is to consolidate all that you have learnt. As you read the Unit, put down some points that will make you remember the concepts in the module. Where you find it difficult to understand what is summarised here, go to the relevant Unit where the ideas are discussed and re-read it.

### **OBJECTIVES**

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

1. state all the major points read in this unit; and
2. summarize what you have learnt in the unit.

### **HOW TO STUDY THE UNIT**

- Read the unit very well.
- Note all major points.
- Re-read the section where the ideas discussed in this unit are taught if you are not clear about the concept read.

### **WORD STUDY**

Take note of the unfamiliar words stated in each of the units in this module. Turn to your dictionary if you come across any other words that you are unfamiliar with in the unit.

### **SUMMARY OF THE UNITS**

The first unit is on the concept of the nation and nation building. The concept is based on a group of people coming together. They do not want to be dismembered by their leaders and are together for some socio-economic and political benefits.

The second unit has provided you with the basic historical, geographical and political facts about Nigeria. They are facts that all Nigerians should know. Let them be at your fingertip as a social studies' teacher.

Third unit presents the various ethnic groups in Nigeria. These are classified as major groups (Igbo, Hausa and Yoruba), main groups (Efik, Ijaw, Ibibio, etc) and minority groups. Nigeria is also presented in terms of religious group.

The fourth unit presents the population profile of Nigeria from 1971-2008. It also discussed the impact of size and population on the development of the country.

The Strength of the fifth unit is in the presentation of the national symbols, anthem and pledge that bind Nigeria together in unity. You should be familiar with all of these symbolic concepts of Nigeria.

Culture is the main preoccupation of the sixth unit. Culture is defined as the sum total of the ways of life of a people. Different types of culture are described. These are material and non-material culture.

The seventh unit is an introduction to the concept of integration in Nigeria. Different types of integration were discussed: social integration, political integration and economic integration.

Eighth unit specifies Nigeria as a plural or multicultural state. In order to achieve unity in multicultural diversity, Nigerian government instituted unity enhancement effort through specific actions and policies. These include: formulation of main national objectives, production of national symbols, and establishment of unity-based federal institutions and universities.

In the ninth unit, the problems of national integration are outlined. These include: colonial heritage, bad leadership, religious fanaticism, ignorance, and foreign cultural penetration. The way forward towards solutions to these problems was suggested at the end of the unit.

### **ACTIVITY 1**

Which of these units do you find most interesting and why?

### **ASSIGNMENT**

State five major points you learnt in this unit.

### **SUMMARY**

This unit has been able to summarise aspects taught in the eight units of this module. The summary is precise and logically presented. Try to master the major points of the units.

### **REFERENCES**

Awoyemi O. (2005). Fundamentals of Social Studies

Ololobou Y.P.S. (2004) Social Studies for Effective Citizenship, Kano-Zaria. Social Studies Collective.

## **MODULE 8: ORIGIN AND NATURE OF MAN**

### **UNIT 1: EXPLANATION OF ORIGIN OF MAN: RELIGIOUS**

#### **INTRODUCTION**

How did man, the highest of all creatures come to be? Was it God that created him or did he come by mistake? There are many stories surrounding the origin of man. Each group that tells its own story believes in it strongly. This unit provides an explanation of the origin of man from the religious point of view.

#### **OBJECTIVES**

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

1. state the types of account from the religious point of view;
2. explain the account of the origin of man; and
3. write some religious backings to support this account.

#### **HOW TO STUDY THIS UNIT**

1. Think of your own personal efforts towards the explanation of the origin of man.
2. The enclosed activity is worth trying.

#### **WORD STUDY**

Bible – Holy Book of the Christians

Quran - Holy Book of the Muslims

#### **RELIGIOUS EXPLANATION OF THE ORIGIN OF MAN**

##### **A. THE BIBLICAL ACCOUNT OF THE ORIGIN OF MAN**

From the Biblical point of view, God in the beginning created the heavens and the earth. The earth was formless and empty, darkness was over the surface of the deep, and the spirit of God was hovering over the waters hence the creation of the sea and land. After God has created everything, He commanded (Genesis 1:26) thus “Let us make man in our image, in our likeness and over all creatures that move along the ground”. So God created man in his own image male and female. He then blessed them and said to them. “Be fruitful and increase in number, fill the earth and subdue it” (Genesis 1:28).

#### **ACTIVITY I**

1. State the types of account under the religious explanation of the origin of man.
2. Give a brief account of the Biblical view on the origin of man.

##### **B. THE ISLAMIC VIEW OF MAN’S ORIGIN**

According to Islam, we know about creation of man through the Holy Quran. In the text of the Quran, Allah (God) is said to have created everything including man and it reads: He who has made everything which He has created most good; He began the creation of man with (nothing more than) clay, and made his progeny from a quintessence of the nature of a fluid despised. But he fashioned him something of his spirit. And he gave you (the faculties of) hearing and sight and feeling (and understanding)... (Q. Chp. 3 v 7-9). In another verse, more explanation is given in connection with the process of creation of man where it says “man we did create from a quintessence (or clay)...” (Q Chp 23 vv 12-14). Based on the position of the Holy Quran, it is to be summed up that there is one strongly held view that God is the creator of man.

**ASSIGNMENT**

Write any Quranic text to support the Islamic view of man's origin.

**SUMMARY**

The evidence from both the Holy Bible and Holy Quran regarding the origin of man shows that God is the creator of man. This is the central idea of this unit.

**REFERENCES**

Awoyemi O. (2005). Fundamentals of Social Studies

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## UNIT 2 EXPLANATION OF ORIGIN OF MAN: MYTHICAL

### INTRODUCTION

The Chambers Dictionary defined myth as an ancient traditional story of gods or heroes especially one offering an explanation of some fact of phenomenon. Myth can generally be seen as the story handed down from olden times, especially concepts or beliefs about the early history of a race. Most myths tell about how something came to exist, that is, the world, animals, and social affairs among others. This unit gives the Mythical Account or explanation of the origin of man.

### OBJECTIVES

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

1. explain briefly the Yoruba mythical account; and
2. list some of the materials the first man came to earth with.

### HOW TO STUDY THIS UNIT

1. As you study this unit, do you think that there are still other versions of the origin of man?
2. Attempt the activities at the end of the unit.

### WORD STUDY

Myth – mysterious

Assert – impose

### THE YORUBA MYTHICAL ACCOUNT OF MAN'S CREATION

Scholars have not yet been able to determine the true origin of the Yoruba people. However, the traditional stories are based on legendary accounts. The most popular legendary account is the mythical account, which says that Ile-Ife was the cradle of creation of the world. The account further asserts that it was at Ile-Ife, which the Yoruba regard as the cradle of their nation, that mankind was first created. Crowder and Abdullahi (1979, P.43) gave credence to this statement when they say that “the Yoruba creation myth talks of Ile-Ife as the origin of life”.

At the dawn of time, we are told, the earth was covered with water. Then Olorun, the supreme god sent his son Oduduwa down to the earth from the sky on a chain (a chain preserved in Ile-Ife to this day, is believed to be celestial chain of the legend). Taking down with him a handful of earth, a cockerel and a palm nut, Oduduwa scattered the earth over the water and the cockerel, scratched it so that it became the land on which the palm tree grew. This account was supported by Boahen (1966, P.91) when he stated thus:

*That Ife was the original home of the founder of old Oyo is borne out not only by the traditional accounts of all the Yoruba states, but also the fact that most of the Yoruba to this day, regard Ife as their holy city and the revered cradle of their civilization.*

The Yoruba tradition uses this mythical story to explain the origin of man and the ruling families of early Yoruba states.

### ACTIVITY I

1. Briefly explain the Yoruba account of the origin of man.
2. Mention any two vital things that the first man used in creating the earth.

### ASSIGNMENT

Compare the traditional view of the creation of man with other views you are familiar with bringing out areas of similarity and differences.

**SUMMARY**

The mythological perspective of the creation of man is the main concern of this unit. This is based purely on Yoruba traditional belief.

**REFERENCES**

Awoyemi O. (2005). Fundamentals of Social Studies

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## **UNIT 3: EXPLANATION OF ORIGIN OF MAN: SCIENTIFIC**

### **INTRODUCTION**

The term “man” refers to all those types of hominid with a mental capacity sufficiently and highly developed to make possible the deliberate fabrication of implements. At the present state, man stands erect and walks on two legs. He no longer uses his hands in walking but in making tools. He has immense skills and intelligence. Man is believed to have belonged to the animal family known as primate. This unit attempts an explanation of the origin of man from the scientific perspective.

### **OBJECTIVES**

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

1. name the originator of the scientific account;
2. state the developmental stage of man; and
3. mention important features of each stage.

### **HOW TO STUDY THIS UNIT**

1. Assume that there is no man on the surface of the earth. How will the world look like?
2. Work on the science – based questions as part of the activity in this unit.
3. Make effort to do the activities in this unit.

### **WORD STUDY**

Tools – materials for work

Fabricate – manufacture

### **SCIENTIFIC THEORY OF EVOLUTION**

Palaeontologists are still carrying out their research on the origin of man. However, they claim that they have established the fact that small fish and crawling creatures lived in the shallow pools left by the ebb and flow of the rivers and ocean tides and that it is from these creatures that man, as we know him evolved. The scientist who first made this idea was Charles Darwin in 1859. Palaeontologists have it that fish were the first backboned animals to appear. They were the first animals to have eyes, teeth and strong swimming powers. It is believed that when fish first appeared, there was still no life on land, no soil and no plants. A long period of climatic and geological changes followed.

Darwin according to the Encyclopedia America (1995, P. 736) presented his theory more fully in his book: The origin of species. He concluded that human species evolved from ancestors who were not man. The evolutionary account follows thus:

#### **1. Primates**

According to Black (1973, P. 282), primates are typically arboreal (tree living) animals that are in some respects relatively unspecialized. They move on all fours, apart from a small number of ground living forms, which are bipedal. The primates are in order of animals to which humans belong. Accordingly, the hands and feet are adapted for grasping and for this purpose the thumbs and large toes are opposable. All five digits are retained and their tips are protected by flat nails. In the more advanced forms, the teeth are reduced in number and slightly modified for eating a variety of food.

The encyclopaedia Americana described primate as any of a group of animals including monkeys, apes, and man that typically has higher developed brain, stereoscopic vision, hands and feet



adapted for grasping and an ability to adapt their behaviour to a wide variety of environments. Living primates, with the exception of man, are typically restricted towards temperate areas.

## 2. Homo sapiens

Homo sapiens are the genus and species to which all modern human beings belong and to which are attributable fossil remains of humans. It is distinguished from other animals and from earlier hominid species by characteristics and habits such as bipedal (two – footed animals) stance, and gait, brain capacity, high forehead, small teeth and jaw, defined chin, and ability to make use of symbols such as language and writing. Some of these features were possessed by the immediate ancestor Homo erectus.

Homo Sapiens are the only remaining species of man. In other words, we are all homo sapiens today. Early homo sapiens learnt how to polish stone tools. They made them into various shapes that helped them to protect themselves, hunt better and to build shelter. Later with these tools, they began agriculture. They also made fire. His enquiring mind had led him to discover more about the universe. Men were now able to control their environment. They no longer had to live at the mercy of wild animals, storms and cold or famine.

### **ACTIVITY I**

1. Who is the originator of the scientific account on the origin of man?

### **ASSIGNMENT**

1. State the development stages of man.
2. Mention any two important features of each stage.

### **SUMMARY**

This unit is focused on the scientific explanation of man as a product of evolution. These include primates, homosapiens and homo erectus.

### **REFERENCES**

Awoyemi O. (2005). Fundamentals of Social Studies

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## **UNIT 4: EARLY CULTURES IN NIGERIA**

### **INTRODUCTION**

This unit explains the existence of the early culture in Nigeria. These include the major features of Nok, Ife and Benin culture.

### **OBJECTIVES**

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

1. explain the existence of early culture in Nigeria;
2. state the major features of NOK, IFE and Benin cultures; and
3. identify Benin and Igbo-Ukwu on the map of Nigeria.

### **HOW TO STUDY THIS UNIT**

1. Note that the origin of man was the origin of culture.
2. Make enquiries about the origin and features of your own culture.

### **WORD STUDY**

Culture – A way of life of people

Excavation – To dig out

Generation – Group of people who are born around the same time.

Decorate – Beautify

Variety – So many things

Culture is generally defined as the way people live. Bates and Julian saw culture as everything that people have learnt and preserved from past collective experience. It is shared and is passed on from one generation to another. It is therefore the way of life of people.

Nigeria is a land of many people with diverse cultures. These cultures include the Ife and Benin bronzes, the terra-cotta heads of Ife, the Nok culture and the Igbo Ukwu arts. All these demonstrate our people's artistic genius and power of creativity. These cultures are discussed one after the other below.

**Nok Culture:**

This culture which was a transitional one between the Later Stone Age and the Iron Age, takes its name from the small village of Nok, near Jos, where in 1963, the terracotta head of a monkey was found in a tin mine. The beautiful terracotta head from Jema's was found eight years later and identified with that found earlier at Nok. Through careful observation at tin working and by excavation, large numbers of terracotta figurines have been found in the areas described above.

The Nok culture flourished between 900BC and 200AD. According to Crowder and Abdullahi (1979, P.21), its people seem to be the first in Nigeria to have discovered and some of their beautiful heads bear stylistic resemblances to the later Ife bronzes and terracotta. This had led some art historians to suggest that Nok art was ancestral to that of Ife.

**Ife:**

The people who were already living in Yoruba land have certainly been there since distant Stone Age time. Archaeological evidence suggests that fine artists in baked clay existed and that they were possibly related to the people of the Nok culture.

The first person to excavate at Ife was the German anthropologist Leo Frobenius, who was there from 1910 until the middle of January 1911. He obtained the site of the old palace which had already collapse at the time of his visit (Biobaku, 1973, P.116).

In 1973 and 1939, one of the most important single discoveries ever made in Ife was uncovered. While digging for foundation trenches for a building during the dry season of late 1938, thirteen brass heads of about life size were discovered. At the beginning of 1939, four more were found together with the part of a figure representing an Oni. These heads were, in general, similar to the one which Frobenius had already published. From the time of these excavations onwards, discoveries have been made all over Ife and have regularly been brought to the Ife Museum.

### **ACTIVITY I**

Describe the early cultures of Nok and Ife

#### **Benin:**

Recent archaeological finds in Benin includes works in copper, its alloys and engraved tin bronzes which experts discovered to be dated back to at least 13<sup>th</sup> century A.D. These works of art were used to decorate the royal palace and other important state buildings. They depict Bini Chiefs in a variety of occupation and leisure activities.

Several crafts were practised in Benin, but the most notable was bronze and brass casting which produced the famous bronze plaques. In the world of art, the Bini people have achieved a fame which has remained craftman's unsurpassed in West African history. The product of these craftsmen included sacred carvings and other works of art such as beautiful craved ornaments, bells, lampholders, doors and pillars. Many of these master pieces still remain in Benin and constitute its great heritage of art, but the bulk of them were stolen away by the British during their military occupation in 1897 and are now scattered throughout the major museums of the world.

The craftsmen of Benin were organized in guilds. Thus, there was guild of brass smiths which produced the renowned bronze and brass works; a blacksmith guild which produced swords, spears, arrowhead chisel and cutlasses; a guild of wood carvers, and another of ivory carvers. All these guilds were under the control of the King and their art works were usually produced to his orders and specifications.

#### **Igbo – Ukwu**

The Igbo-Ukwu culture was discovered as a result of a man digging in his backyard for mud to build a new house. Evidence of bronze casting in Nigeria comes from Igbo-Ukwu not far from Onitsha. There are a large collection of bronzes first dug up accidentally and, those subsequently excavated by Professor Thurstan Shaw. They indicate that smith were beating, twisting and chasing copper as well as casting it by cire perdue or lost wax method (Crowder & Abdullahi, 1979, P.41).

The work of the Igbo-Ukwu smiths seems to mark the beginning of a tradition of fine bronze work long the forest fringes in Nigeria. The copper and alloys for these bronze must have been imported from the Sahara where there are copper mines or from North Africa, since there is no known source of copper in Nigeria.

Little is known about the people who produced the Igbo-Ukwu bronzes. They must have lived in a rich and sophisticated society which had surplus to exchange for copper and they must have appreciated beautiful things. For many of the exquisitely decorated bronzes from Igbo-Ukwu are in

fact utensils like pots, bowls or sword handles. Many of the bronzes objects were found in association with the burial of an important man who was probably a priest or a ruler or possibly both. He was buried in a seated position in a wooden chamber, along with other people who may have been slaves to accompany him on his journey.

### **ASSIGNMENT**

Describe Benin and Igbo-Ukwu artistic and cultural edifices described in this unit.

### **SUMMARY**

This unit different early cultures were discussed. They are Nok, Ife, Benin and Igbo-Ukwu cultures. These cultures were associated with works of art scattered round the world today.

### **REFERENCES**

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## **UNIT 5: THE UNIQUENESS AND INTERDEPENDENCE OF MAN**

### **INTRODUCTION**

This unit is concerned with the uniqueness of man. It also dwells on the interdependence of man. No man is an island. Man has to depend on others as he engages in his activities of living.

### **OBJECTIVES**

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

1. say something about man;
2. mention why he is unique;
3. state various ways that man depends on others; and explain the advantages of interdependence of man.

### **HOW TO STUDY THIS UNIT**

1. Relate the uniqueness of man to his social, political and economic activities.
2. Note that Man's uniqueness is the basis of his complex culture, as well as the advantages of the interdependence of man.

### **WORD STUDY**

Unique – stand out

Domestic – local

Migrate– move from one place to another

### **The Uniqueness of man**

Although man shares the same remote ancestor as other primates, he is a unique animal. The Chambers Dictionary defined uniqueness as that which is the only one, or unmatched, unequalled or having no sameness. Man has attempted to define himself and thus to separate himself from the other animals since very early times. Over a century of evolutionary studies, combined with continually improving observation of the behaviour of other animals, particularly primates, he has made concrete definitions of man based on behavioural and physical characters increasingly difficult to maintain. The more closely man is compared with other primates, the more he is seen to resemble them. It is the degree of development of certain primitive characteristics which make man appear so different from other members of his order. Their uniqueness includes:

1. While apes can make very crude tools, man developed the ability to make more efficient ones and to go on improving them. For instance, tool using was an early criterion for human status. He was seen as the only animal to manipulate his environment by the use of tools.
2. Animals like apes can communicate with each other by means of gestures or signs, as well as by a limited range of sounds. Man developed the use of sounds for communication into what we call speech.
3. The size of his brain accounts for why man is called the 'thinking man'. The large brain makes it possible for him to think out solution to many problems that face him. For example, he developed farming, to ensure regular food supply. Furthermore, he domesticated other animals and put them to many uses.
5. Most primates, however, do stand upright at certain times, but man stands completely erect and walks erect.
6. Man's hands are not meant to support him or aid him in walking, rather his hands are specifically shaped to handle things.

7. Man is the only being that no longer has to live at the mercy of wild animals, storms and cold or heat. He builds permanent houses to shelter him from the weather, wears clothing to keep out the cold, and stores grains to eat all the year round.
8. Man is sometimes thought to be the only animal with a culture. In other words, he has the most complex form of culture in the animal kingdom.

### **ACTIVITY I**

Why is man a unique being?

### **THE INTERDEPENDENCE OF MAN**

Man, scientifically known as *Homo sapiens*, is the most highly developed of all living creatures. Man started as a wanderer. In this wise, he was independent. As time went on, and as he developed, he started making implements among others. He depended on others to get what he did not have, so by his interdependence, it means that he is not an Island unto himself. In other words, no man despite his position can exist on his own without having the need for or from his neighbours. Obviously, man needs one another to control or be controlled, serve or be served. The early man demonstrated this at the time he started using tools like hand, axes, hand pick, and stone spears. When he settled to grow some of the food he needed and tamed some of animals he caught. He did not do all these without help of another man. For instance, he did not depend solely on the implements or the food grown by him alone but depended on another man for the implements he could not make perfectly and the food he did not grow.

During the inter-tribal wars and external attacks, man depended on one another. For instance, all nations of the world depend on one another for resources which keep society going, hence the need for one society are usually met by the surplus of another.

The family was the first human community to emerge and this was the nuclear family. Next came the extended family. Now because of the interdependence of man, he lives in small and large communities. Many large living communities of our times have grown due to other natural and man-made factors. For example, towns situated along sea ports or river ports have people migrating into them for food and other means of livelihood.

Man is a social animal. He likes to live together in groups. He likes to work together, worship together and carry out many of his other activities in groups. That is, man lives in groups and communities and takes advantage of group work and group living.

In summary, man depends on another in his economy, political, social and cultural activities for peaceful coexistence.

### **SUMMARY**

This unit started with the uniqueness of man and ended with the interdependence of man. Man is the only being that possesses the features of language and interdependent characteristics described in this unit.

### **ASSIGNMENT**

Discuss the uniqueness and inter-dependency of man as presented in this unit.

### **REFERENCES**

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## **UNIT 6: RACES AND RACISM**

### **INTRODUCTION**

Race is usually equated with nationality. Racism is discrimination on the basis of race or colour. All these are important issues that are of great concern in our society. These are the topics discussed in this unit.

### **OBJECTIVES**

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

1. define race;
2. mention different races in the world; and
3. define and highlight areas of racism.

### **WORD STUDY**

Race – people, ethnic group

Race has usually been understood to be based on the measurable physical characteristics of human beings such as height, blood group, among others, and not on cultural features like language and religion or even on mental ability. Rather, race differentiated on the basis of inherited physical characteristics but in fact it is always difficult to draw a hard and fast line between the races.

At any rate, there are generally three major racial groups. These three primary races include:

1. The Caucasoids: the Caucasian is popularly known as the white race.
2. The Mongoloids: the Mongolian is the yellow race.
3. The Negroids: Negro is the black race.

There is one minor group, the Australoids, whose members combine the facial characteristics of the Negroid group with wavy hair.

The Caucasians or whites are found mainly in Europe, North Africa and Southwest Asia. The group includes the European people, the Semitic people (Arabs and Jews) and the Indo-Aryan people.

The Mongoloid peoples inhabit northern, eastern, and south-eastern Asia and were the original inhabitants of the Americas. The eye, with its characteristic fold of skin on the upper lid and the hair type which is lank and straight, are their chief distinguishing characteristics, although there are many minor differences between sub-groups.

The Negroid peoples live chiefly in Africa south of the Sahara and include many sub-groups such as the Nilotic and Hamitic people of eastern Africa, the Bantus of central and southern Africa and the various groups of West Africa. They also include a number of minor groups such as the Bushmen, the Pygmies and the Negrito peoples of India and south-east Asia as well as the Melanesians of the south-west Pacific. The majority of those found in United States of America are descendants of freed slaves brought from Africa to work in the plantations.

The aborigines of Australia, a primitive race now few in number, are dark skinned and have shaggy hair. All the major groups are large and are rapidly expanding their numbers.

### **ACTIVITY I**

Describe the three major racial groups of the world.

## **RACISM**

Racism could be easily defined as a belief in unchanging fundamental differences between races of men. A very good example of racism was the one operated in South Africa.

The Webster's Dictionary defines racism as the assumption that the characteristics and abilities of an individual are determined by race and that one race is biologically superior to another. It includes political programme or social system based on these assumptions.

Based on the above, it could be seen as a discrimination based on colour differences. It is the idea of one race seeing itself to be superior to the other. For instance, the one in South Africa was intended to keep the blacks separate from the whites and had the result of creating a situation in which the whites enjoyed a far more privileged life than the blacks. The idea was to separate the races at every level except where economic difficulties might arise, for example, in such area as agriculture, mining, business and industry that could bring the blacks near the whites.

Thus, each race is encouraged to develop within its own sphere of activities along its own line in all situations directly related to work. Homes, churches, buses, cinemas among others, were used separately by the different races and even at work in some cases, they had to use different doors, lavatories and other facilities to keep them apart.

Many Europeans and people, under this assumption feel that a dark skin is connected with inferior mental and moral standards. This assumption can easily lead to the argument that if people are dark skinned, of assumptions worldwide, the end result is what is known as racism.

As part of the apartheid practice, there was "pass laws" which were tightened and extended so that movement without authority became almost impossible for non whites. Identity cards recorded the owner's racial groups and almost everywhere, the races were ruthlessly segregated. African children were educated separately from white children and at a lower level. African housing was apart from white housing, where possible, jobs, especially, those which carried responsibility, were transferred to whites and the non whites are moved into reserves (Watson 1977, p. 326)

## **ASSIGNMENT**

What are the evils of racism?

## **SUMMARY**

This unit dealt with an important aspect of man and its existence. These are race, racism of racial discrimination. The apartheid South African days were used to illustrate the domination of Africans by the whites on the basis of superiority and oppression.

## **REFERENCES**

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## **UNIT 7: CONSOLIDATION**

### **INTRODUCTION**

This Unit is a summary of all the topics treated in units 1-6 of the module. The attempt in the Unit is to consolidate in a very brief manner all that you have learnt in the module. As you read the Unit, put down some points that will make you remember the concepts taught in the module. Where you find it difficult to remember or understand what is summarised here, go to the relevant Unit where the ideas are discussed and re-read it.

### **OBJECTIVES**

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

1. state all the major points read in this unit; and
2. summarize what you have learnt in the unit.

### **HOW TO STUDY THE UNIT**

- Read the unit very well.
- Note all major points.
- Re-read the section where the ideas discussed in this unit are taught if you are not clear about the concept read.

### **WORD STUDY**

Take note of the unfamiliar words stated in each of the units in this module. Turn to your dictionary if you come across any other words that you are unfamiliar with in the unit.

### **SUMMARY OF THE UNITS**

The evidence from both the Holy Bible and Holy Quran regarding the origin of man shows that God is the creator of man. This is the central idea of the first unit of this module

The second unit presents the mythological perspective of the creation of man. The ideas presented in the unit are largely based on Yoruba traditional beliefs.

The third unit focused on the scientific explanation of man as a product of evolution. These include primates, homosapiens and homo erectus. These concepts are subject to critical assessment, which you should be able to do.

The fourth unit is preoccupied with the different early cultures. They are Nok, Ife, Benin and Igbo-Ukwu cultures. These cultures were associated with works of art scattered round the world today.

The fifth unit started with the uniqueness of man and ended with the interdependence of man. Man is the only being that possesses the features of language and interdependent characteristics described in this unit.

Unit six dealt with an important aspect of man and its existence. These are race, racism and racial discrimination. The apartheid South African days were used to illustrate the domination of Africans by the whites on the basis of superiority and oppression.

## **ACTIVITY 1**

What are the major points raised in Units 1-6 of this module?

## **ASSIGNMENT**

What aspects of this module do you like best and why?

## **SUMMARY**

The attempt in this unit is to briefly remind you of all the major points treated in this module. You must have been very conversant with the concepts presented under the different headings and sub-headings of the unit. Go through the units again to consolidate the points in your mind.

## **REFERENCES**

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## **MODULE 9: NIGERIAN POLITICAL LIFE**

### **UNIT 1: THE CONCEPT OF NATION, STATE AND COUNTRY**

#### **INTRODUCTION**

In common language we speak of "countries," "nations," "states" or, sometimes, "nation-states." While the terms country, state, and nation are often used interchangeably, there is a clear difference between the concepts. We generally have roughly the same thing in mind when we use all these words. When we begin to conceptualize them, it will become clear that there are differences between "nations," "states," and "countries."

#### **OBJECTIVES**

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

1. define important concepts;
2. enumerate the salient features of a state; and
3. highlight good examples of a country.

#### **HOW TO STUDY THIS UNIT**

1. Be conversant with the concepts of Nation, State and Country.
2. Reflect on the major elements of a Nation, State and a Country.

#### **WHAT IS A NATION?**

A nation may refer to a community of people who share a common language, culture, ethnicity, descent, and/or history. In this definition, a nation has no physical borders it is a tightly-knit group of people which share a common culture. Simply put, nations are culturally homogeneous groups of people, larger than a single tribe or community, which shares a common language, institutions, religion, and historical experience. When a nation of people has a state or country of their own, it is called a nation-state. Places like France, Egypt, Germany, and Japan are excellent examples of nation-states. There are some states which have two nations, such as Canada and Belgium. Even with its multicultural society, the United States is also referred to as a nation-state because of the shared American "culture." There are nations without states. For example, the Kurds are stateless people, in that, they cannot lay claim to a particular state, so also, the Yoruba nation has its territory across two modern nation-states i.e., the Federal Republic of Nigeria and Benin Republic. The Hausa-Fulani nation also has its territory cut across many countries in West Africa.

#### **ACTIVITY I**

1. Define nation.
2. Give any two examples of a nation.

#### **WHAT IS A STATE?**

A State is a political association occupying a clearly defined territory and under an organized government that as supreme or absolute power over its citizenry. A State (note the capital "S") is a self-governing political entity... A "state" (with a lower-case "s") is usually a division of a federal State (such as the states of the United States of America). Basically, there are four elements that define a State or an independent State: It has:

1. space or territory which has internationally recognized boundaries;
2. people who live there on an ongoing basis;
3. a government which provides public services and police power; and
4. sovereignty; no other State should have power over the country's territory.

## **COUNTRY**

The term State can be used interchangeably with a country. There are currently 196 independent countries or states around the world. Territories of countries or individual parts of a country are not countries in their own right. Examples of entities that are not countries include: Hong Kong, Bermuda, Greenland, Puerto Rico, and most notably the constituent parts of the United Kingdom. (Northern Ireland, Wales, Scotland, and England are not countries.) When we speak of a country we are usually talking about a nation-state that is a legal entity in the international community which enjoys diplomatic recognition and is assumed to be bound by a common sense of national unity that is widely shared by its citizenry.

## **ACTIVITY II**

1. Mention the 4 important elements of a state.

## **ASSIGNMENT**

Discuss five characteristics of a country.

## **SUMMARY**

This unit discussed the concept of a nation state and a country. It defined a nation as a community of people, who share common things such as language and culture together. A state can be used interchangeably with a country. You should be able to make five distinctions between all these terms.

## **REFERENCES**

Awoyemi O. (2005). Fundamentals of Social Studies

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## **UNIT 2: NATIONALIST MOVEMENTS IN NIGERIA**

### **INTRODUCTION**

Nationalism binds people who possess common cultural, linguistic, social, historical or geographical characteristics or experiences and who give their loyalty to the same political group. This unit is concerned the nationalist movement in Nigeria.

### **OBJECTIVES**

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

1. define nationalism;
2. enumerate the causes of nationalism in Nigeria; and
3. highlight the factors that gave impetus to nationalist movement in Nigeria.

### **HOW TO STUDY THIS UNIT**

1. Reflect on the relevance of Nationalist movement to Nigeria's independence of 1960.
2. Concentrate on the ways through which you can show your love for your country.

### **WORD STUDY**

Nationalist – one who loves his country and always ready to defend his sovereignty.

Impetus – that gave the drive or force to act.

### **NATIONALIST MOVEMENT IN NIGERIA**

Nationalism is conceived as national consciousness or awareness in colonial Africa where westernized elites started demanding for independence. The causes of nationalism in Nigeria are outlined in the next section.

### **EXTERNAL FACTORS**

1. Loss of British prestige in the 2<sup>nd</sup> World War.
2. Discontent in the West Indies
3. The Atlantic Charter
4. Great opposition to colonialism in the USA, West Indies and Britain
5. American critics
6. The activities of West African students overseas especially in America and Britain
7. Role of Africans who studied abroad.

### **INTERNAL FACTORS**

1. Economic prosperity during the war
2. Government control of the economy
3. Trade union activities
4. The return of ex-service men
5. The development of political parties and associations.

### **ACTIVITY I**

1. What is nationalism?
2. Mention 3 external and internal factors that led to nationalist movement in Nigeria.

### **FACTORS THAT GAVE IMPETUS TO NATIONALIST MOVEMENT IN NIGERIA**

1. Economic exploitation by foreign firms.
2. British social and economic discrimination against Nigerians in the civil service, army, etc.
3. The peripheral involvement of Nigerians in the governmental machinery of the time.
4. Intolerance by the British of Nigerian culture.

5. Exposure of the educated elites to the evils of colonialism.
6. The participation of Nigerians in the World Wars.
7. Exposure of Nigerians to nationalist activities in other countries.
8. The struggle to ensure that the provisions of the Atlantic Charter of 1944 apply on Nigeria.
9. Widespread dissatisfaction of the people with colonial time.
10. The defeat of Britain by Japan during the World War II.

### **ACTIVITY II**

Highlight any five factors that gave impetus to nationalist activities in Nigeria.

### **ASSIGNMENT**

Discuss external and internal factors that led to nationalist movement in Nigeria.

### **SUMMARY**

In this unit, you were exposed to national movement in Nigeria. The causes of nationalism in Nigeria are both external and internal factors. Economic, intolerance and educated elites gave impetus with the nationalist movement.

### **REFERENCES**

Awoyemi O. (2005). Fundamentals of Social Studies

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## **UNIT 3: INDEPENDENCE, THE REPUBLICS AND THE POLITICAL PARTIES**

### **INTRODUCTION**

Following World War II, in response to the growth of Nigerian nationalism and demands for independence, successive constitutions legislated by the British government moved Nigeria toward self-government on a representative and increasingly federal basis. By the middle of the 20th century, the great wave for independence was sweeping across Africa. Nigeria became independent in 1960.

### **OBJECTIVES**

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

1. state correctly the date Nigeria gained independence;
2. enumerate the political parties that were in existence during independence; and
3. write when Nigeria became a Republic.

### **HOW TO STUDY THIS UNIT**

1. Highlight the features of the political parties of the first Republic.
2. Remember to work on the activity at the end of this unit.

### **WORD STUDY**

Legislate – make laws

Coalition – come together.

### **NIGERIA**

On 1 October 1960, Nigeria gained its independence from the United Kingdom. Nigeria's government was a coalition of conservative parties: the Nigerian People's Congress (NPC), a party dominated by Northerners and those of the Islamic faith; and the Igbo and Christian-dominated National Council of Nigeria and the Cameroons (NCNC) led by Nnamdi Azikiwe, who became Nigeria's maiden Governor-General in 1960. Forming the opposition was the comparatively liberal Action Group (AG), which was largely dominated by the Yoruba and led by Obafemi Awolowo. The cultural and political differences among Nigeria's dominant ethnic groups: the Hausa (Northerners), Igbo (Easterners) and Yoruba (Westerners) were sharp.

The election of the House of Representatives after the adoption of the 1954 constitution gave the NPC a total of seventy-nine seats, all from the Northern Region. Among the other major parties, the NCNC took fifty-six seats, winning a majority in both the Eastern and the Western regions, while the Action Group captured only twenty-seven seats. The NPC was called on to form a government, but the NCNC received six of the ten ministerial posts. Three of these posts were assigned to representatives from each region, and one was reserved for a delegate from the Northern Cameroons. As a further step toward independence, the governor's Executive Council was merged with the Council of Ministers in 1957 to form the all-Nigerian Federal Executive Council. NPC federal parliamentary leader Balewa was appointed prime minister. Balewa formed a coalition government that included the Action Group as well as the NCNC to prepare the country for the final British withdrawal. His government guided the country for the next three years, operating with almost complete autonomy in internal affairs. The preparation of a new federal constitution for an independent Nigeria was carried out at conferences held at Lancaster House in London in 1957 and 1958 and presided over by the British colonial secretary. Nigerian delegates were selected to represent each region and to reflect various shades of opinion. The delegation was led by Balewa of the NPC and included party leaders Awolowo of the Action Group, Azikiwe of

the NCNC, and Bello of the NPC; they were also the premiers of the Western, Eastern, and Northern regions, respectively. Independence was achieved on October 1, 1960. Elections were held for a new and greatly enlarged House of Representatives in December 1959; 174 of the 312 seats were allocated to the Northern Region on the basis of its larger population. The NPC, entering candidates only in the Northern Region, confined campaigning largely to local issues but opposed the addition of new regimes. The NCNC backed creation of a mid-west state and proposed federal control of education and health services. The Action Group, which staged a lively campaign, favoured stronger government and the establishment of three new states, while advocating creation of a West Africa Federation that would unite Nigeria with Ghana and Sierra Leone. The NPC captured 142 seats in the new legislature. Balewa was called on to head a NPC-NCNC coalition government, and Awolowo became official leader of the opposition.

An imbalance was created in the polity by the result of the 1961 plebiscite. Southern Cameroon opted to join the Republic of Cameroon while northern Cameroon chose to remain in Nigeria. The northern part of the country was now far larger than the southern part. The nation parted with its British legacy in 1963 by declaring itself a Federal Republic, with Azikiwe as its first president. When elections were held in 1965, the Nigerian National Democratic Party came to power in Nigeria's Western Region.

### **ACTIVITY I**

1. When did Nigeria gain her independence?
2. How many political parties were in operation in Nigeria during independence? Name them.
3. In which year did Nigeria become a republic and who was the first president?

### **ASSIGNMENT**

What are the roles of political parties in national movement in Nigeria?

### **SUMMARY**

In this unit, the Nigerian journey to independence from United Kingdom was described. These include those who played active part in the effort to attain the independence. You should be familiar with all these issues raised in this unit as a Nigerian.

### **REFERENCES**

- Awoyemi O. (2005). Fundamentals of Social Studies  
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## **UNIT 4: MILITARY RULE IN NIGERIA**

### **INTRODUCTION**

Until the mid-sixties, the interest of academics in the African political change was concerned mainly on the role of political parties, pragmatic leadership, political and democratic institutions. There was no focus on the military as an alternative political force because of the peaceful manners by which most African countries were granted independence by the imperial powers. Oyediran posits: Unlike in many Latin American countries, independence in most African countries was granted through constitutional negotiation rather than through military action. This peaceful transfer of power gave considerable advantage to other political forces in the task of nation-building. The failure of these forces helped to prepare the way for the military. The systemic failure in the Nigeria's First Republic, therefore, paved the way for the military intervention on January 15, 1966.

### **OBJECTIVES**

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

1. explain what is military rule;
2. enumerate the causes of military intervention in Nigeria politics; and
3. state the achievements of past military administrations in Nigeria.

### **HOW TO STUDY THIS UNIT**

1. Do you think that there was need for the Military takeover in the first Republic?
2. Compare and contrast Military rule and political authority in the first Republic.

### **WORD STUDY**

Military – armies, soldiers, armed forces.

### **MILITARY INTERVENTION IN NIGERIA POLITICS**

Military intervention in Nigeria politics marked the end of the First Republic. The first military coup took place in Nigeria on January 15, 1966 when the five military officers in the rank of Majors led by Major Nzeogwu Kaduna, announced the military take-over of the civilian government led by Sir Abubakar Tafawa Balewa. The young military officers claimed to have come, among others, to bring to an end, gangsterism and disorder, corruption and nepotism. However, with the benefit of hindsight, it has been revealed that there were more to it than the stated reasons for the military coup. As some scholars see it, the tragedy of 1967 (civil war) is that many of its seeds were not, as is often claimed, sown in October or even July 1966, but in the 1950s or, as some see it, in 1914 or may be even in 1900 itself. There were remote as-well-as immediate factors responsible for the military coup of 1966. We shall examine them briefly one after the other.

### **REMOTE CAUSES**

Unbalanced Federal Structure: Political analysts are of the opinion that the genesis of the 1966 military coup was the 1914 amalgamation of the Northern and Southern Protectorates of Nigeria with one of the regions bigger in size and population than the other two put together. The bringing together of diverse people with different socio-cultural background, level of education and development is seen as an unbalanced structure which naturally provoke suspicion and fear of domination by the minority ethnic groups in the country. Interestingly, the Nigerian Army was Northern-dominated to the magnitude of 70% in both cadres - officers and other ranks. This structural dilemma of the Nigerian Army as an integral part of the body politic, made it difficult to be completely free from the influences of politics in the country.

**Tribal/Regional Parties:** Another remote cause of the 1966 military uprising could be traced to the seed of tribalism and nepotism embedded in the formation of the three major political parties by the three major ethnic groups that were later to control the regional governments of their origin. The ethnic rivalry which began in 1941 between the Ibo and Yoruba members of the Nigerian Youth Movement (NYM) over the Ikoli-Akinsaya crisis resulted in the Igbo members leaving the party en mass and thus, reducing the NYM to a Yoruba organization. Between 1941 and 1950, the unhealthy rivalry between the Ibo and Yoruba became so intensified even beyond the political turf that by 1948 Azikiwe had ceased to be Zik of Africa but Zik of the Ibo nation’.

Lack of clear-cut ideologies by most of the First Republic major political parties was also identified as a remote cause of the 1966 coup. The NPC was feudalistic and aristocratic which contrasted to its political associate (the NCNC) that embraced, to some extent, egalitarian temperament, while the Action Group preached democratic socialism. But it was only the latter that showed some degree of commitment to its avowed ideology through the populists’ programmes which the party introduced in the Western Region. Closely related to this was the role of the official opposition played by the AG which made the party’s leadership become vulnerable to political elimination because opposition which was a core element in the Westminster system practiced in the First Republic is alien to African politics.

**Intolerance of Opposition:** The AG literally became a thorn in the flesh of the ruling parties especially with the ferocious criticisms and eventual defeat of the Anglo-Nigeria Defence Pact of 1961 with the support of the students of the University of Ibadan. The NPC-NCNC foreign policy also came under the sledge hammer of the AG that also championed the cause of the minority ethnic groups who were agitating for additional state creation in the country. The party was doing this in order to gain the people’s support so that it could win the next election and form the federal government. This threat, reasoned by the NPC-NCNC coalition government, had to be nipped in the bud somehow.

**Controversies over Population Census:** Yet another contentious issue identified by analysts as a remote factor for the 1966 crisis was the results of the 1962/63 population census. In Nigeria, census data are used as basic determinant of Constituency delimitation, allocation of seats at the Legislature, sharing of revenue accruable from the federation pool, and distribution of social amenities, among other uses. Therefore, little wonder that census has been one of the sensitive political issues in Nigeria. For instance, the 1952-3 census figure was used to allocate the 312 seats in the House of Representatives to the regions as follows: Northern Region 174, Eastern Region 73, Western Region 62, Lagos 3. The census result which gave a total of 30.4 million, out of which 16.8 million were in the North, 7.2 million in the East, 6.1 million in the West and 0.27 million in Lagos; was used for the above allocation of seats. This was seen by the southern political leaders structurally defective and it was hoped that the 1962-3 head counts would be used to redress the perceived lopsidedness which was not to be because of the controversy that attended the results of the exercise from every section of the country except the North. The cacophony over the 1963 census led to a big crisis that led to the break- down of the alliance between the NPC and the NCNC and paved the way for new political alignment and realignment.

### **ACTIVITY I**

1. When did the first military coup take place in Nigeria?
2. Mention any 3 reasons for military takeover in Nigeria.

What provided the immediate stimulus for the January 15, 1966 military coup was the superimposition of unfavourable environmental conditions from the civil violence in the Western

Region, set off by the Regional election of October, 1965. The coup plotters (all in the rank of Major) were led by Chukwuma Kaduna Nzeogwu, others include: Onwuategu, Ifeajuna, Okafor, among others. After this coup, Major-General J.T.U. Aguiyi-Ironsi became the Head of State and Supreme Commander of the Armed Forces. On 29<sup>th</sup> July, 1966, there was a counter coup which brought Yakubu Gowon to power.

Owing to the circumstances which Gowon's ascended to power and the harrowing events which followed later, a Civil War erupted in July 1967. Gowon led the Federal faction, while Ojukwu led the secessionists Biafra. After thirty months of gruelling battle, the war ended in 1970. With Gowon declaring "No victor, No Vanquished", he went on to achieve the three Rs (Rehabilitation, Reconstruction and Reconciliation). After the civil war, Nigeria faced grave social and economic problems. It was said that Gowon lost control of the situation because his regime was marked by the problems identified for military intervention. It was against this backdrop that a bloodless coup was staged on 29<sup>th</sup> July, 1975 and the Late General Murtala Muhammad became Nigeria's strongman. During his brief regime, he introduced swift and drastic measures which restored confidence internally and established a dynamic foreign policy. He was assassinated in an unsuccessful attempted coup in February 1976. After his death, his second-in-command, General Olusegun Obasanjo collected the reign of power and continued to implement the policies and programmes of his predecessor.

General Obasanjo took over after Murtala's death kept to the letter and spirit of virtually all of his predecessor's programmes. He handed over power to an elected civilian president, Alhaji Shehu Shagari. The period between 1979 and 1983 witnessed progressive plundering of the nation's wealth by greedy politicians and bare-faced rigging of election by over-ambitious politicians. Ethnic politics returned in full swing during the Second Republic. In December 1983, the military returned with General Muhammadu Buhari emerging as the Head of State. He was said to be very tough. The Buhari government investigated and detained the top political leaders of the Second Republic, holding them responsible for economic excesses of the previous regime. Constraints were placed on various groups, including the Nigerian Medical Association, which was outlawed, and the National Association of Nigerian Students, and it promulgated two decrees that restricted freedom of the press and suppressed criticism of the government. Decree Number 4 of 1984 forbade any journalist from reporting information considered embarrassing to any government official. Two journalists, Tunde Thompson and Nduka Irabor, were convicted for running foul of the decree. Buhari's administration was sacked in August 1985.



Nigerian soldiers in October 2004, part of the United Nations African Union Mission in Darfur, prepare to embark on a U.S. Air Force C-130 cargo plane.

The new head of state, General Ibrahim Babangida, declared himself president and commander in chief of the armed forces and the ruling Supreme Military Council. He set 1990 as the official deadline for a return to democratic governance. Babangida's tenure was marked by a flurry of political activity: he instituted the International Monetary Fund's Structural Adjustment Program (SAP) to aid in the repayment of the country's crushing international debt, which most federal revenue was dedicated to servicing. He enrolled Nigeria in the Organisation of the Islamic Conference, which aggravated religious tensions in the country.

After Babangida survived an abortive coup, he pushed back the promised return to democracy to 1992. Free and fair elections were finally held on 12 June 1993, showing a presidential victory for Moshood Kashimawo Olawale Abiola. Babangida chose to annul the elections, leading to mass civilian violent protests which effectively shut down the country for weeks. This forced Babangida to keep his promise to relinquish office to a civilian-run government, but not before appointing Ernest Shonekan as head of the interim government. Babangida's regime has been considered the most corrupt, and responsible for creating a culture of corruption in Nigeria.

Shonekan's caretaker regime was overwhelmed in late 1993 by the military coup of General Sani Abacha. Abacha oversaw brutal rule using violence on a wide scale to suppress the continuing civilian unrest. He shifted money to offshore accounts in various western European banks and voided coup plots by bribing army generals. Several hundred million dollars in accounts traced to him were discovered in 1999. The regime came to an end in 1998 when the dictator was found dead amid questionable circumstances. His successor, General Abdulsalami Abubakar, adopted a new constitution on 5 May 1999, which provided for multiparty elections. On 29 May 1999, Abubakar transferred power to the winner of the elections, Obasanjo, who had since retired from the military.

#### **SOME ACHIEVEMENTS OF PAST MILITARY ADMINISTRATIONS IN NIGERIA**

1. Creation of states (from 4 regions to 12 states by Gowon; 7 by Murtala; 2 and later 9 by Babangida; 6 by Abacha).
2. Promulgated indigenization Decree in 1972.
3. NYSC – 1973 was introduced by General Yakubu Gowon.
4. Nigerians Standard Organization.
5. NEPA – 1972 Electric Corporation metamorphosed into National Electric Power Authority.
6. ECOWAS – May 28 1975, Nigeria became a member with the headquarters in Lagos.
7. FESTAC – 1977 when Black Africans and those in diaspora came together in Lagos to showcase their culture and identity.
8. UPE – 1976, Primary Education was made free and compulsory.
9. OFN – 1976. This programme under the Obasanjo regime compelled everybody to go back to the farms.
10. Teacher Education 1976.
11. Local Government Reforms 1976.
12. The General Elections – 1979.

#### **ASSIGNMENT**

Discuss any five achievements of past military regimes in Nigeria.

**SUMMARY**

This unit focused on the Nigerian military rule. It specified the key players of these regimes. The unit also discussed briefly the second republic, coups and counter-coups. The unit ended with some achievements of the past military governments.

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## **UNIT 5: THE POLITICS OF POPULATION SIZE IN NIGERIA**

### **INTRODUCTION**

Great prestige is conferred on countries which have high population. In the olden days and presently in some rural areas where agriculture is the primary occupation, men married many wives and produced many children in order to have more helping hands in the farm. It is important to note that population census is usually carried out in most countries every ten years to ascertain growth or decline in population. This unit is concerned with the political power-play that ensues with population figures in Nigeria.

### **OBJECTIVES**

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

1. define politics and population; and
2. enumerate areas where population figures are relevant in a country.

### **HOW TO STUDY THIS UNIT**

1. Imagine a situation where political activities are carried out without the required population size.
2. Describe the importance of population figures to National plan.

### **WORD STUDY**

Prestige - give honour

Falsification – giving wrong data

### **POLITICS OF POPULATION**

Politics could be defined as the authoritative allocation of values within a state. It is concerned with nature of power, the method of its acquisition and exercise. Population on the other hand refers to the number of people at a given place and time.

Population is a major determinant of national affairs. It leverages power and determines public policy: revenue allocation (areas with higher population being entitled to a greater share of the national resources), state creation, representation, etc. Moreover, politics, especially democracy pivots on number. So, population figures also shape election results, since a more populated place will justifiably cast more votes. It is, therefore, a powerful tool for both economic and political domination.

The North over the years was alleged to have manipulated census figures to their own advantage. This distortion of population figures provided a mainstay of northern hegemony. The politicization of population censuses have been resulting into a series of undercounts and unnecessary data falsification. From the inception, therefore, censuses in Nigeria have been experiencing credibility crises. A number of disagreements have arisen over the conduct of population censuses which have been threatening Nigeria's unity.

Beginning with 1789 population census which was the first census in Nigeria and other population censuses that followed such as those of 1815, 1855, 1861, 1866 and 1868, 1871, 1881, and 1891 were restricted to Lagos. Such head counts were not extended to other parts of the country. Rather than the controversy surrounding censuses in Nigeria to abate, the structure of government, especially the composition of the Federal House of Representatives, made it more complicated. Census became a political weapon. The various ethnic groups who never initially saw population

enumeration as a source of political power turned around to see it in that way. Census figures determine the relative numerical strength of each state in the Federal Legislature. Besides, this constituted membership of each council and the distribution of government amenities. Based on this factor, the other parties in opposition are ready to wrestle power from the ruling party, irrespective of what it takes.

Perhaps this trend equally, usually inform the pattern of alignment and realignment that takes place between parties in the process of electoral competition such as between the Alliance for Democracy (AD) and the All Peoples' Party (APP) in the 1999 presidential election and AD-PDP accord in the south west during the 2003 general elections. In the same vein, the intense inter-party rivalry also to a large extent accounts for party's mobilization of forces of identity such as ethnicity, religion and other cleavage issues in order to gain electoral advantage and, other electoral fraud, among others. With regard to the second matrix, there is within each party an intense struggle for relevance, regional hegemony and exertion of overbearing influence on party structures and machineries among party members. This tendency has been the bane of party politics since Nigeria's independence in 1960.

Interestingly, the present Fourth Republic is not an exemption as several occurrences points in this direction. The situation has nonetheless been compounded by a self-serving and pathological perception of politics and democratic practice by the politicians. In this case, politics is seen as a means of amassing wealth and power for personal advantage. Invariably, therefore, political parties in Nigeria and, of course, party activities are characterized by behavioural tendencies manifesting in inter and intra-party antagonisms, indiscipline and flagrant violation of party rules; factionalism and lack of internal cohesion, ideological emptiness of parties, and a dwindling hope of party institutionalization, among others. All these, indeed, constitutes critical issues and problems for sustainable democracy.

### **ACTIVITY I**

1. Define the terms - politics and population.

### **ASSIGNMENT**

Highlight five areas where population figures are used for planning in a country.

### **SUMMARY**

This unit is a detailed narration of the influence of population on the political life of Nigeria. Beyond population issues, the unit showed the process of electoral competition, political party alliances and the problem of the present fourth republic problems.

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## **UNIT 6: CONSTITUTIONAL DEVELOPMENT IN NIGERIA**

### **INTRODUCTION**

It is on record that until now, eight constitutions have been operated in Nigeria. It began with the Sir Frederick Lugard's Amalgamation Report of the 1914. Thereafter, there were the Sir Clifford Constitution (1922); Sir Arthur Richards Constitution (1946); Sir John Macpherson Constitution (1951), Oliver Littleton's Constitution (1954), the Independence Constitution (1960); the Republican Constitution (1963) and the 1979 Constitution (1979). There was another draft Constitution in 1989 prepared during the regime of former President Ibrahim Babangida. This was never tried until General Sani Abacha's administration brought about the 1994/95 constitutional Conference, which laid the foundations for the 1999 Constitution.

### **OBJECTIVES**

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

1. define constitution;
2. highlight the various pre-independence constitutions developed in Nigeria;
3. enumerate some of the major provisions of the constitutions.

### **HOW TO STUDY THIS UNIT**

1. Assume that Nigeria as a country does not have a constitution.
2. Attempt the questions at the end of this unit.

### **WORD STUDY**

Development – bringing about growth and change.

Foundation – the starting point.

### **CONCEPT OF CONSTITUTION**

Constitution is a body of fundamental laws, customs, conventions, principles, rules and regulations according to which the government of a given state, organization or association operates. A constitution clearly stipulates the rights, obligations, power and limitations of the government, public office holders, citizens and the generality of the people within a country, society or organization.

### **AN OVERVIEW OF CONSTITUTIONAL DEVELOPMENT IN NIGERIA**

Between 1914 and 1920, no attempt was made to evolve a constitution for Nigeria, apparently due to the outbreak of the First World War. However, agitations for political changes soon ensued when the war ended. These agitations were championed by traditional rulers, Africans in Diaspora and eventually the educated elite. Consequently, the Clifford's constitution was introduced in 1922.

### **THE CLIFFORD CONSTITUTION OF 1922**

The Clifford constitution, which was introduced by Sir Hugh Clifford in 1922, replaced both the Legislative Council of 1862 which was subsequently enlarged in 1914, and the Nigerian Council of 1914. Under the Constitution, a Legislative Council was for the first time established for the whole of Nigeria, which was styled as, The Legislative Council of Nigeria. Its jurisdiction was confined to the southern Provinces, including the colony of Lagos, whose Legislative council was subsequently abolished. The Legislative Council did not legislate for the Northern Provinces but its sanction, signified by a Resolution was necessary for all its expenditure out of the revenues of Nigeria in respect of those Provinces. One feature of Clifford's Constitution was that only Africans



with minimum gross income of \$100 a year were eligible to vote and be voted for. The elective principle in the Constitution stimulated political activities in Lagos as in other parts of Nigeria, and by extension, created the leeway for the formulation of political parties. Besides, the wide powers conferred on the governor created a forum for unrestrained use of absolute power and this was naturally unacceptable to Nigerian nationalists.

#### **THE RICHARDS CONSTITUTION OF 1946**

The disaffection caused by Clifford's Constitution invariably created the need for another constitution. Thus, when Sir Richards became the governor of the colony of Nigeria, he initiated moves to draft a new constitution. In March 1945, through a Sessional Paper Number 4, the Chief Secretary to the government, Sir General Whitely, initiated a motion in the Legislative Council which was passed unanimously in the House. This motion for a new constitution gave birth to the Richards Constitution. In this constitution there was one Legislature for the whole of Nigeria. It also made provisions for three delineated provinces ± North, West and East. There was an overwhelming African majority, but were not to be elected in the provinces and the Central Legislative House. The Constitution also created three regional Assemblies. The monetary requirement noticeable in Clifford's Constitution was reduced in order not to disenfranchise eligible voters and contestants for political offices. The salient feature of the Richards Constitution is the emphasis on regionalism, with its attendant negative consequences. In spite of the fact that some concessions were granted to Nigerian nationalists in the Richards constitution, it was regarded as a divisible document. In fact, Nigerian nationalists opposed Richards Constitution on two major reasons. The first was the manner and procedure by which the constitution was introduced. Secondly and most importantly, were its inherent weaknesses. Just like Clifford's Constitution, Nigerians were hardly given the opportunity to shape their future. The constitution did not make provisions for the training of Nigerians in their gradual march towards self-rule. The Richard's Constitution could not run its full course of nine years due to the enormous opposition to its provisions.

#### **THE MACPHERSON CONSTITUTION OF 1951**

In order to rectify the perceived deficiencies of Richard's Constitution, when Sir Macpherson became the Governor of Nigeria in 1948, he decided to fashion out a new Constitution. After much deliberations and debates of the draft constitution, the Macpherson Constitution introduced colonial hybrid arrangement, which had the characteristics of both Federal and unitary legal frameworks. Nevertheless, it represented a major advance from the pre-existing constitutional provisions because it introduced majorities in the Central Legislature and the Regional Houses of Assembly. Among other provisions of the Constitution were a Central Legislative Council, Central Executive Council, Regional Executive Councils, Regional Legislature and the establishment of the Public Service Commission. One shortcoming of the Constitution which was conspicuously highlighted was the establishment of a Regional Legislature. This invariably led to the emergence of ethnic-based parties such as the National Council of Nigerians and the Cameroons, (NCNC) Action Group (AG), and the Northern People's Congress, (NPC) with debilitating consequences for national unity. Despite the fact that Macpherson Constitution represented a major constitutional advance, yet it was unsatisfactory to Nigerian nationalists who vigorously campaigned for its sack.

#### **LITTLETON CONSTITUTION**

Consequently, the Macpherson Constitution was set aside and replaced by the Littleton Constitution, which laid the foundations for a classical Federation for Nigeria. The component units of Nigeria were separate yet united in their sub-economies, civil service, legislature and public services.

**ASSIGNMENT**

Describe the strengths and weaknesses of two of the constitutions discussed in this unit.

**SUMMARY**

The unit is a description of the various constitutions of Nigeria before independence. It showed the structure and the content of the constitution. Be able to list these constitutions and the weaknesses of each of them.

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## **UNIT 7: CONSTITUTIONAL DEVELOPMENTS**

### **INTRODUCTION**

Nigeria became a sovereign nation on October 1<sup>st</sup>, 1960. It was therefore, declared that the British government had no further political responsibilities for Nigeria. With the achievement of independence, all traces of colonial rule were removed; foreign relations and defence matters which had been in the hands of the British Government were handed over to the Nigerian parliament. It meant that Nigeria could deal with any country according to her wishes. This unit will deal with the constitutional developments that took place during the post-independence era.

### **OBJECTIVES**

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

1. highlight the various pre-independence constitutions developed in Nigeria;
2. enumerate some of the major provisions of the constitutions; and
3. state the administration the constitutions were reviewed.

### **WORD STUDY**

Policy – guidelines in a written form.

Constitution – A nation's written law.

### **POST INDEPENDENCE CONSTITUTIONS**

The constitutional evolution of Nigeria which started in concrete terms with the Clifford's constitution of 1922, climaxed with the enactment of the 1960 Independence constitution. The Constitution, as expected, was fashioned after the British Westminster model. Among its provisions was the presence of the office of governor-General who was the non-political Head of State, while the Prime Minister was the Head of government. Even when Nigeria became a Republic in 1963, the Republican constitution did not change this position but merely removed the constitutional umbilical cord binding Nigeria to Britain.

Within six years of independence, the constitution had failed, basically due to the cracks that had started appearing within its first two years. One of the factors that led to the collapse of the first republic was the nature of political authority within the State. The President, who was constitutionally, the chief executive usually, exercised his powers on the advice of the Prime Minister and his Cabinet Members. Expectedly, there were clashes between the President and the Prime Minister, the climax of which was the federal elections crisis of 1964. The consequent collapse of the First Republic in January 1966 and the assumption of position of governance by the Military dealt a fundamental blow on constitutional development in Nigeria. It would appear that the discovery of the apparent contradictions in the parliamentary system of government made the drafters of the 1979 Constitution to jettison the dual system of leadership for the executive presidential system.

### **SECOND REPUBLIC CONSTITUTION 1979**

Main features

1. Provided for Executive President
2. Bicameral legislature for centre, unicameral for states
3. System of revenue allocation entrenched
4. Local government as third tier government entrenched
5. Specified functions of local governments
6. Code of Conduct Bureau established
7. Provided for fundamental objectives and directive principles of state policy

## **THE 1989 CONSTITUTION**

The Babangida administration wrote a constitution in 1989 which was similar in many respects with the 1979 constitution. The constitution was only in operation at the local government and state levels.

## **THE 1999 CONSTITUTION**

The constitution was drawn under the Abacha administration and was reviewed by the Abdulsalam regime and tagged the 1999 constitution. The constitution came into operation on the 29<sup>th</sup> May 1999 with the swearing-in of the President (Chief Olusegun Obasanjo) and governors at the Federal and State levels respectively.

Highlights of the constitution include:

1. Adoption of a Presidential System of Government.
2. The principle of separation of powers between the Executive, Legislature and Judiciary was enshrined.
3. Provision for fundamental human rights for individuals.

## **ACTIVITY I**

1. List 2 major provisions each of the 1979 and 1999 constitutions.
2. During whose regime was the 1989 constitution reviewed?

## **ASSIGNMENT**

Highlight and briefly discuss the various post-independence constitutions developed in Nigeria.

## **SUMMARY**

This unit presented the various post-independence constitutions and constitutional changes in Nigeria. These are outlined as concisely as possible. Social studies demands that you are conversant with these constitutions.

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## **UNIT 8: UNITY IN DIVERSITY**

### **INTRODUCTION**

Nigeria is a great Country occupied by diverse people, with diverse languages and culture. The climate is diverse - hot and dry in the North but cold and humid in the South. The vegetation is diverse - rain forest in the South, Savannah in the Middle Belt and patchy Scrub land in the far North. Over 374 indigenous languages are spoken, although English is the official Lingua Franca. The people are different, Hausa, Igbo and Yoruba forming the three (3) main tribal orientations. This unit is concerned with how Nigeria has journeyed so far by way of ensuring unity in diversity because of the numerous indigenous groups that make up the country.

### **OBJECTIVES**

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

1. state the need for unity in diversity;
2. enumerate some elements of nationhood in Nigeria; and
3. name the pre-requisite for the actual enshrining of a true United Nigerian nation.

### **HOW TO STUDY THIS UNIT**

1. Identify the major elements of nationhood in Nigeria.
2. Personally supply the missing elements of nationhood. This is the task before all Nigerians now.
3. Work on the activity at the end of this unit.

### **WORD STUDY**

Diversity – numerous

Destination – final stop

### **UNITY IN DIVERSITY**

In 1914, Sir Frederick (Now Lord) Lugard manufactured a Country which his wife gave the name, Nigeria. The marriage between the North and the South resembles a pair of shears, so joined that they cannot be separated, often moving in opposite directions yet always maintaining their essential unity. From 1914 the people have started learning how to build a strong virile Nation out of the different tribes and tongues. Our 1960 National Anthem acknowledged and reflected this diversity but yearned for a United Country where though tribes and tongues may differ we will still live in peace and harmony as one united indivisible Country standing in brotherhood as Nigerians and proud to serve our sovereign motherland with our flag of Green White Green symbolizing Peace, Justice and Prosperity.

Since the Amalgamation of 1914 the country has been on a difficult and tortuous journey to Nigerian Nationhood de facto as well as de jure. We have been on the bumpy road of trying to build a nation called Nigeria from a welter and conglomeration of differing tribes, tongues and religions. We have not yet arrived at our desired destination.

In 1948 in his "Path to Nigerian Freedom' Chief Obafemi Awolowo, a realist and a pragmatic nationalist, boldly stated that Nigeria is not a nation. It is a mere geographical expression. There are no "Nigerians in the same sense as there are "English", "Welsh" or "French". The word "Nigerian" is merely a distinctive appellation to distinguish those who live within the boundaries of Nigeria, from those who do not. De jure and even geographically there is a place, a land mass, called Nigeria; but that is not enough. Nationhood implies much more. Nation deals

more with the people than with the place (geography). As defined a nation is a body of people marked off by common descent, language, culture or historical tradition; a large community of people sharing a common history, culture, language, and government.

From the above it is obvious that some vital elements of nationhood do exist in Nigeria. The task before all of us now is to supply the missing elements. Instructively, Nigeria came into being in 1914. She was the brain child of Sir Frederick Lugard. In 1914, Nigeria was an artificial creation, a geographical expression. But then most, if not all, nations started that way. England grew from Feudalism through the Industrial Revolution to "the United Kingdom". Germany was manufactured by Otto Von Bismarck. Mazzin and Cacour spearheaded the Italian Risorgimento, George Washington and Abraham Lincoln greatly assisted in the "creation" of what is called, 'The United States of America'. The responsibility for building a Nigerian nation out of the geographical expression created by Lugard in 1914 must rest squarely on all of us, notwithstanding our ethnic loyalties and affiliations. No one from outside can, or even should, do that for us. Outsiders can only create more and more problems for us as Lugard, created in 1914. Many of our leaders glibly verbalize "a United Nigerian nation" but then cling obstinately to the feudal structures and to all those structural injustices created by Lord Lugard. India had her own problem of conflicting loyalty to mother India and to the rich and powerful Maharajas. It took considerable courage to solve that problem. We in Nigeria, leaders and followers must decide to build a new Nigeria where though tribes and tongues may differ "we will all still stand in brotherhood as Nigerians proud to serve our sovereign motherland", rejoicing in a new Nigeria, "Where no man is oppressed", a new Nigeria "blest with peace and plenty". This will require considerable wisdom, immense courage and requisite vision, not shackled by personal greed, self interest or ethnic and/ or religious considerations. When that is done, it is then that we can in reality talk of National Consciousness and loyalty to the nation. In any feudal set up, the loyalty is usually to the feudal overlord.

This is the age of globalization. People are coming closer and closer together viz The European Union, The African Union, The United States of America, The European Common Market, etc. But here in Nigeria we are fast disintegrating. We started with three Regions with the Midwest bringing the number to four. Then we graduated to 12 States during the civil war, then to 19 States; and then to the present 36 States. Paradoxically, the creation of any new States created new minorities and people who were formerly brothers became at the worst enemies and as the best bitter rivals. We have even gone beyond States to autonomous communities with the creation of new Chiefdoms and Ezes or Emirs where there was none before.

### **ACTIVITY I**

1. Enumerate some elements of nationhood in Nigeria.
2. What are the necessary pre-requisites for the actual enshrining of a true United Nigerian nation?

### **ASSIGNMENT**

Why does Nigeria need to promote unity in diversity?

## **SUMMARY**

This unit presents the diversities of Nigeria, but advocated for unity in diversity. It enumerated some elements of nationhood and factors militating against the ideal nationhood.

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## **UNIT 9: EFFORTS AT NATIONAL REORIENTATION**

### **INTRODUCTION**

Various governments in Nigeria have tried to implement one or two policies that can help improve the Nigerian society. Among such policies are those meant for reorienting the minds of Nigerians. This Unit will discuss the various efforts national reorientation.

### **OBJECTIVES**

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

1. identify the various programmes for national reorientation; and
2. highlight the motive of each programme.

### **HOW TO STUDY THIS UNIT**

1. Identify the previous and current programmes for national re-orientation.
2. Change your mind – set positively in order to improve the Nigerian society and promote national re – orientation.
3. The activities within the unit and at the end of the unit should be attempted.

### **WORD STUDY**

Orientation – positive information that is capable of changing people’s mind-set.

Policy – guiding principles and written guideline of a nation.

### **JAJI DECLARATION OF 1977**

At the passing out parade at Jaji in 1977, Obasanjo submitted that: As officers of the Armed forces, you will understand the importance of discipline. To me, discipline implies restraint and self control. It is the axial principle on which my idea of society rests”.

Continuing his treatise, he referred to the Nigerian society as undisciplined and complained about several facets of corruption in civil life – social, political and economic. In concluding, he maintained that a society like Nigeria where lawlessness is rife, and selfishness and greed are reflected in hoarding, cannot be regarded as disciplined.

### **SHEHU SHAGARI’S ETHICAL REVOLUTION**

An ethical revolution for Nigeria means the deliberate and fundamental change to a discernable new direction of self reliance and dedication to excellence in leadership, discipline, orderliness, hardwork, morality, mutual respect and in tolerance, along with submission of Nigerians to God in national affairs and personal pursuits. By the time ex-President Shehu Shagari introduced his idea of ethical revolution on 18<sup>th</sup> May, 1982, the Nigerian society was (and is) virtually immersed in ethical decay and indiscipline.

### **ACTIVITY I**

1. Where was the Jaji Declaration made and by who?
2. Highlight to reasons for the introduction of the Ethical Revolution?

### **MAMSER**

MAMSER was one of the steps taken by Babangida’s administration to deal with the problems of corruption and apathy. This was sequel to the recommendation of the Political Bureau Report (1987). MAMSER means Mass Mobilization for Self Reliance, Social Justice and Economic Recovery. Social mobilization must be seen in terms of involving the people in taking part actively



and freely in discussion issues affecting their general welfare. Social mobilization/political education should aim at increasing people's level of awareness, creating new political culture that will neutralize the multitude or negative factors that have hitherto characterized the Nigerian nation.

With respect to political education, the Directorate for Mass Mobilization agreed with the Political Bureau that "a politically conscious, effectively mobilized and properly motivated population is the greatest deterrent to bad governance. MAMSER was criticized for being a propagandist agency for the government. Because it was directly funded by government, it is not different from government, even when a particular policy was clearly not in the interest of the nation. It has also been said that government established the agency to create jobs 'for the boys'.

### **WAI (WAR AGAINST INDISCIPLINE) INITIATED BY BUHARI/IDIAGBON REGIME**

It was one of the measures for controlling indiscipline and corruption in Nigeria. It came at a time when indiscipline as a cankerworm had eaten deep into the fabric of the society. This war against indiscipline manifested in areas like monthly environmental sanitation exercises, capital punishment of drug pushers, punishing those who hoard goods for basic needs and food, etc.

### **ASSIGNMENT**

1. Why was MAMSER criticized?
2. Which administration initiated the War Against Indiscipline?
3. Enumerate any two areas the programme manifested.

### **SUMMARY**

In this unit, the effort of the past governments to bring discipline and decorum to Nigeria were highlighted. These were through Jaji Declaration, Ethical Revolution, War Against Indiscipline, etc.

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## **UNIT 10: CONSOLIDATION**

### **INTRODUCTION**

This Unit is a summary of all the topics treated in units 1-9 of the module. The attempt in the Unit is to consolidate in a concise way brief manner what you must have learnt in the module. As you read the Unit, note the historical and political evolution of Nigeria as a nation. Note also the role of the civilian and military regimes. Where you find it difficult to remember or understand what is summarised here, go to the relevant Unit where the ideas are discussed and re-read it.

### **OBJECTIVES**

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

3. state all the major points read in this unit; and
4. summarize what you have learnt in the unit.

### **HOW TO STUDY THE UNIT**

- Read the unit very well.
- Note all major points.
- Re-read the section where the ideas discussed in this unit are taught if you are not clear about the concept read.

### **WORD STUDY**

Take note of the unfamiliar words stated in each of the units in this module. Turn to your dictionary if you come across any other words that you are unfamiliar with in the unit.

### **SUMMARY OF UNITS**

The first unit of this module discussed the concept of a nation state and a country. It defined a nation as a community of people, who share common things such as language and culture together. A state can be used interchangeably with a country. You should be able to make five distinctions between all these terms.

In the second unit, you were exposed to national movement in Nigeria. The causes of nationalism in Nigeria are both external and internal factors. Economic, intolerance and educated elites gave impetus to the nationalist movement.

The Nigerian journey to independence from United Kingdom was the preoccupation of unit three.. These include those who played active part in the effort to attain the independence. You should be familiar with all these issues raised in the unit as a Nigerian.

Unit four focused on the Nigerian military rule. It specified the key players of these regimes. The unit also discussed briefly the second republic, coups and counter-coups. The unit ended with some achievements of the past military governments.

The fifth unit is a detailed narration of the influence of population on the political life of Nigeria. Beyond population issues, the unit showed the process of electoral competition, political party alliances and the problem of the present Fourth Republic.

The sixth unit is a description of the various constitutions of Nigeria before independence. It showed the structure and the content of the constitution. Be able to list these constitutions and the weaknesses of each of them.

The seventh unit presented the various post-independence constitutions and constitutional changes in Nigeria. These are outlined as concisely as possible. Social studies demands that you are conversant with these constitutions.

The diversities of Nigeria and the need for unity in diversity was the concern of unit eight. The unit enumerated some elements of nationhood and factors militating against the ideal nationhood.

In unit nine, the efforts of the past governments to bring discipline and decorum to Nigeria were highlighted. These were through Jaji Declaration, Ethical Revolution, War Against Indiscipline, etc.

### **ACTIVITY 1**

State six major things taught in this module.

### **ASSIGNMENT**

Write a brief essay on your experience of the military regimes in Nigeria. Ask those who went through the experience if you were not born during the period.

### **SUMMARY**

This module has touched so many things that are relevant for subject like social studies. They are aspects of the Nigerian political history that you must teach to your children. That is why you must be very conversant with all the major points raised in the nine units.

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# ANSWERS TO ACTIVITIES AND ASSIGNMENTS

## MODULE 1: FOUNDATIONS OF SOCIAL STUDIES

### UNIT 1: MEANING OF SOCIAL STUDIES

#### ACTIVITY I

1. Social Studies is the study of man and his environment. It studies man at home, in school, in the church, mosque, market, everywhere in his daily activities.

#### ACTIVITY II

### UNIT 2: PHILOSOPHICAL BACKGROUND OF SOCIAL STUDIES

#### ACTIVITY I

1. The objectives are:
  11. A free and democratic society;
  12. A just and egalitarian society;
  13. A united, strong and self-reliant nation;
  14. A great and dynamic economy; and
  15. A land full of bright and full opportunities for all citizens.

### UNIT 3: SOCIAL STUDIES AS AN INTEGRATED SUBJECT

#### ACTIVITY I

1. Social science subjects are referred to as Social Studies because:
  - a. They share a common content of the study of man.
  - b. Each focuses on man's engaging activities.
  - c. Social Studies is just simplified aspect of social science.
2. Advantages of Social Studies as a separate approach include:
  - a. Easier to define.
  - b. Easier to delimit.
  - c. Easier for students to learn.
  - d. Easier to maintain along the academic line.

#### ACTIVITY II

1. They are:
  - a. Integrated approach makes students more useful to themselves and their society.
  - b. It enables the students to understand the complexity of social problems.
  - c. It provides a form of general education.
2. By noting the problems of the society and then transforming the problems into what the students can comprehend, guiding the pupils in inquiry skills, raising the appropriate questions, asking them to demonstrate how and why evidence lead to their conclusion, and tolerating differences in opinion.

### UNIT 4: RELATIONSHIP BETWEEN SOCIAL STUDIES AND OTHER SOCIAL SCIENCES

#### ACTIVITY I

1. Differences between Social Studies and social sciences

s/no.	Social Studies	Social Science
1.	Integrated.	Not integrated.
2.	Borrows ideas from social sciences.	Sources of information to Social Studies.

2. Get the resource persons and take your answers to your course tutors.

#### ASSIGNMENT

1. Seminar and workshop organization.
2. Textbook writing.
3. Research in Social Studies.
4. Curriculum development.

### UNIT 5: AIMS AND OBJECTIVES OF SOCIAL STUDIES

#### ACTIVITY I

Aim	Objective
The teaching of Social Studies is to help develop certain characteristics in each students to enable him become a mature and worthwhile citizen in a democratic Nigerian society.	At the end of the lesson, students will be able to distinguish statements expressing descriptive beliefs, explanatory beliefs, predictive beliefs and normative beliefs.

#### ACTIVITY II

Cognitive: based on factual content.

Affective: based on feelings or interests.

Psychomotor: based on skills of doing things.

### UNIT 6: RELATIONSHIP BETWEEN SOCIAL STUDIES POPULATION AND FAMILY

#### ACTIVITY I

Social Studies is the study of man and his physical and social environment.

### MODULE 2: MAN AND HIS SOCIAL ENVIRONMENT

#### UNIT 1: MAN'S SOCIAL ENVIRONMENT

1. Social environment may be described as man's home, school, church, mosque or any social organization or club he belongs to.
2. Four reasons why man lives in groups:
  - a. Because man wants to achieve comfort within the environment.
  - b. Because of man's social and emotional drives.
  - c. Because group life provides nurture and care for the young ones.
  - d. Because man wants to organize, coordinate, integrate and synthesize their social activities.
3. Four types of marriage practised in Nigeria:
  - a. Purdah marriage
  - b. Monogamy marriage
  - c. Polygamy marriage
  - d. Widow inheritance

#### Activity on family

1. Family is defined as a group of two or more persons joined by ties of marriage, blood or adoption who constitute a single household.
2. Four roles of the family
  - a. Reproduction of young ones.
  - b. Nurturing the young ones.
  - c. Socializing the young ones.
  - d. Feeding, clothing and sheltering the young ones.
3. Four types of family practised in Nigeria:
  - a. Nuclear family.

- b. Extended family
- c. Compound family.
- d. Orientational family.

#### Activity on safe age for marriage

1. Safe age for marriage differs from one culture to another. But generally, if couples attain the age of 18-21 years, they can get married.
2. Three laws guiding the institution of marriage:
  - a. The constitution of Nigeria
  - b. Islamic Law
  - c. Customary Law

#### Activity on Group

1. A group may be defined as the plurality of people who interact with one another in a given situation more than they interact with anyone else.
2. Four types of groups:
  - a. Primary group.
  - b. Secondary group.
  - c. Reference group.
  - d. Voluntary group.
3. Four roles of groups in a society.
  - a. Assigning tasks to group members.
  - b. Setting goals that will be achieved.
  - c. Making collective decisions.
  - d. Controlling members' behaviours.

#### Activity on kinship

1. Kinship can be defined as a social institution comprised by people who are linked by ties of blood, marriage or adoption.
2. Four importance of kinship system:
  - a. It fosters unity and understanding.
  - b. It helps in the socialization process of people.
  - c. It assists us to know each other from one generation to another.
  - d. It encourages assisting one another as members of the same kinship system.
1. Living together can be described as the process or situation where people find themselves living together without been forced to do that.

#### **Assignment**

What are the factors to be considered on living together?

Four factors that promote living together:

- a. Customs
- b. Morality
- c. Norms
- d. Love

## **MODULE 3: MAN AND HIS PHYSICAL ENVIRONMENT**

### **UNIT 1: MAN IN HIS PHYSICAL ENVIRONMENT**

1. Physical environment are the natural phenomenon in our surrounding such as mountains, big trees, seas, oceans, rocks, deserts and lakes among many others.
2. Four ways man influence environment:
  - a. Man makes goods and services to satisfy his wants.
  - b. Man cultivates the land to produce different crops and keeps cattle.
  - c. Man makes musical instruments, composes songs and dance to tunes from it.
  - d. Man constructs roads, rails to move goods and services from one place to another.

#### **Assignment**

Discuss in details how the physical environment influence man.

Four ways environment influences man:

- a. Fertile land encourages farming such as food or cash crops.
- b. Availability of good grass encourages cattle rearing.
- c. Availability of water bodies encourages fishing and irrigation.
- d. During night, man sleeps, but during the day he goes out to look for what to eat.

## **MODULE 4: TEACHING AND LEARNING OF NCE SOCIAL STUDIES**

### **UNIT 1: Introduction to the Teaching and Learning of Social Studies**

#### **ACTIVITY I**

1. The terms are defined as follows:
  - a. Curriculum: A curriculum refers to the operational medium through which the school displays and coordinates the patterns of transmission, translation and transposition of the educative experiences for which it assumed responsibility.
  - b. Syllabus: The syllabus is a description of areas to be covered in a course of study. It lays out content, suggested teaching methods and activities in addition to resource materials to be used in concretizing learning experiences.
  - c. Scheme of work: The scheme of work is a planned activity that puts the syllabus into usable form. It is the breakdown of the syllabus into a fuller form and logical sequence for instruction. The scheme of work is a practical guide to the teacher, because it indicates what would be done daily, weekly, monthly and termly for the entire school year.
2. The steps in preparing the scheme of work are as follows:
  - a. Get the syllabus and make an in-depth study of it.
  - b. Identify the number of weeks in the school year and each term.
  - c. Identify the number of lesson periods allocated to each subject per week.
  - d. Take into cognizance periods of revision, occasional breaks or holidays and other activities likely to affect the school time-table and calendar.
  - e. Take topics from the syllabus and logically arrange how they would be taught by allotting sufficient time to cover them.
  - f. Suggest teaching methods, strategies, learning activities for learners and resource materials to use.
  - g. Suggest adequate evaluation procedures.
  - h. Indicate a list of recommended textbooks or other reference materials.
  - i. Indicate actual work covered each week to give direction on how subsequent learning should be carried out.

## ACTIVITY II

1. A unit plan is a broad title or topic around which a teacher organizes content, materials and activities to promote in-depth learning, which covers several lesson periods when planned. While a lesson plan is an outline of steps to be taken in a teaching session for the realization of objectives. The lesson plan provides an instant guide to the teacher to ensure that everything goes on smoothly and orderly in the teaching and learning instructional process.
2. The unit plan is interrelated with the lesson plan because they are different levels of planning a Social Studies lesson. The lesson plan is a further breakdown of the unit plan.

## **UNIT 2: LOCATING THE SOCIAL STUDIES SYLLABUS**

### ACTIVITY I

1. The Ministry of Education.
2. The teacher is expected to scout around for such syllabus.

### ACTIVITY II

1. A unit is a planned sequence of learning activities or lesson covering over a period of several weeks and centred around some major concepts, theme or topic.
2. The steps necessary for planning a Social Studies unit are:
  - a. Identification of the unit to be studied.
  - b. Identification of unit objectives.
  - c. Selection and organization of activities and materials.
  - d. The evaluation of the unit.

## **UNIT 3: THE SOCIAL STUDIES UNIT PLAN**

### ACTIVITY I

1. There are 10 sub-headings in a Social Studies unit plan. They include unit objectives, knowledge and understanding, skills and abilities, teaching techniques and techniques of evaluation among many others.

### ACTIVITY II

1. Take the answers to your tutor.

## **UNIT 4: PREPARATION OF LESSON PLAN IN SOCIAL STUDIES**

### ACTIVITY I

1. Lesson plan is a sketchy plan of what the teacher wants to teach.
2. General information, resource materials, behavioural objectives, main body of the lesson and evaluation.

### Activity II

1. After preparing the lesson plan, show to your centre tutor.

## **UNIT 5: DIFFERENCES BETWEEN TEACHING METHODS, TECHNIQUES AND STRATEGIES**

### ACTIVITY I

1. Teaching Methods refer to overall approach, techniques to activities performed in the class and strategies to the order in which activities are carried out in a class. In other words, method is the approach to concepts and generalizations; technique is an activity performed to achieve the method and strategy is activities sequenced to achieve method.
2. Examples of each:
  - a. Methods: problem-solving, expository.
  - b. Techniques: lecture, fieldtrip.
  - c. Strategies: illustrative lecture, workbook exercises.



## **UNIT 6: AN OVERVIEW OF SOCIAL STUDIES TEACHING METHODS**

### **ACTIVITY I**

1. Methods of teaching:
  - a. Presentation: demonstration, storytelling.
  - b. Discussion: debate, panel.
  - c. Dramatic representation: role-play, playlet.

### **ACTIVITY II**

1. Dramatic representation method as a general approach to teaching involves acting situations and events in life to appeal to the varied senses of the learners. While discussion method involves sharing thoughts and ideas between teacher and learners or between learners themselves with the teacher coordinating.
2. The inquiry process involves the following steps:
  - a. The experience
  - b. State of uncertainty and doubt.
  - c. Defining and framing the problem.
  - d. Formulating hypothesis(es)
  - e. Collection of data or evidencing.
  - f. Generalizations.

## **UNIT 7: AN OVERVIEW OF INSTRUCTIONAL RESOURCES IN SOCIAL STUDIES**

### **ACTIVITY I**

1. Instructional resources are all the materials used by the Social Studies teacher to promote teaching and learning. They could be people, objects, things and places.
2.
  - a. Reading materials: textbooks, newspapers, magazines, journals, pamphlets, encyclopaedia, essays and atlases.
  - b. Audio-visual resources: Display boards, graphic materials and electronic aids.

### **ACTIVITY II**

The criteria for selecting these materials are:

1. Objectives to be achieved.
2. Maturity level of learners.
3. Physical qualities of the material.
4. The significance and authenticity of the content of the material.
5. The skill and understanding of the use of the material.

## **UNIT 8: EVALUATION STRATEGIES IN SOCIAL STUDIES**

### **ACTIVITY I**

1. Evaluation is the process of finding out the extent to which previously stated teaching and learning objectives of the subject have been met by the teacher and students.
2. Evaluation could be formative and summative. Both types are expected to be used in a lesson. Formative evaluation is carried out during the instructional process to find out learners' progress by identifying areas of difficulties for remedial action. Summative evaluation comes at the end of the instructional process to provide feedbacks for judging the success or failure of the lesson.

### **ACTIVITY II**

1. Techniques of evaluation used by the Social Studies teacher include:
  - a. Tests.

- b. Examination.
- c. Assignments.
- d. Oral questioning and discussion.
- e. Observation.
- f. Checklist.
- g. Rating scales.
- h. Socio-metric technique.

## **UNIT 9: MICRO-TEACHING SKILLS IN SOCIAL STUDIES**

### **ACTIVITY I**

1. Micro-teaching is a scientific technique that make teacher education programmes scientific in nature. It is a scaled down teaching encounter where the complexities of the real classroom situation have been reduced to the barest minimum level.
2. The characteristics of micro-teaching include:
  - a. A micro-teacher.
  - b. Micro-class consisting of about 10-15 students
  - c. A determined objective of the lesson.
  - d. A time of about 5-10 minutes.

### **ACTIVITY II**

1. The step by step procedure for micro-teaching are as follows:
  - a. Confront the micro-teacher with a typical Social Studies syllabus for a specified level.
  - b. Identify a unit, plan it and prepare a micro-lesson plan for micro-teachers to use.
  - c. Present a model micro-lesson either video-taped or live to practically demonstrate specific teaching skills.
  - d. Systematically assign units to intending micro-teachers for them to prepare their unit and lesson plans.
  - e. Micro-teachers present their micro-lessons. The critique session follows. This could be audio-taped or video-taped for effectiveness.
  - f. Allow for a re-teach of the micro-lesson.
  - g. Assess the micro-lessons focusing planning, lesson introduction, use of instructional resources, logical presentation of subject matter, evaluation, class-control and management and general personality of the teacher.

### **ASSIGNMENT**

#### **Micro-teaching skills**

- 1- Introductory procedure
- 2- Use of chalk board and other media
- 3- Questioning probing
- 4- Reinforcement
- 5- Class control and management

## **MODULE 5: MAN AND HIS ECONOMIC ACTIVITIES**

### **UNIT 1: THE CONCEPT OF ECONOMIC SCARCITY AND CHOICE**

1. Economic activities are what man engages in on a daily basis so as to meet their daily needs/wants. These include farming, trading, herding, lumbering, mining, hunting, industrialization and the occupations.
2. Four factors of production:

- a. Land
- b. Labour
- c. Capital
- d. Entrepreneur

Activity on revenue generation

1. Revenue is the money accrues to an individual, organization or government, with which they can use to carry out their functions.
2. Four economic problems in Nigeria:
  - a. Inflation
  - b. Unemployment
  - c. Poverty
  - d. Corruption

### **Unit 2 Assignment**

Why is capital so important in production?

### **Unit 3 Assignment**

Which of the production systems discussed in this unit contributes more to the economy of Nigeria?

The three production systems:

- a. Primary economic system/activities.
- b. Secondary economic system/activities.
- c. Tertiary economic system/activities.

### **Unit 4 Assignment**

Discuss the sources of government revenue

Four sources of revenue:

- a. Through Pay As You Earn (PAYE).
- b. Through exporting raw materials.
- c. Through rents from government owned properties.
- d. Through loans from foreign agencies i.e. IMF, ADB and Paris Club.

### **Unit 5 Assignment**

Take one of the economic problems of Nigeria and proffer solutions.

## **MODULE 6: SOCIAL STUDIES METHODOLOGY**

### **UNIT 1: DEFINITION AND OBJECTIVES OF SOCIAL STUDIES FOR JSS (BASIC 7 – 9)**

#### **ACTIVITY I**

1. Depends on individual definition.
2. Social Studies is taught in schools so as to equip learners with qualitative knowledge that will enable him think rationally and act wisely.

#### **ACTIVITY II**

1. The following are some objectives of Social Studies:

- a. To develop the capacity to learn and acquire basic skills including those of listening, speaking, reading, writing, calculation, together with those of observation, analysis and inference which are essential to the formation of sound socio-economic and political judgment.
  - b. To ensure the acquisition of that relevant body of knowledge and information, which is an essential prerequisite to personal development and the making of a positive personal contribution to the betterment of the society as a whole.
  - c. To develop in students positive attitudes of togetherness, comradeship and towards a healthy nation, the inculcation of appropriate values of honesty, integrity, hardwork, fairness and justice at work and play as one's contribution to the development of the nation.
2. The objectives are achieved through:
- a. Social Studies curriculum content.
  - b. Learning resources.

## ASSIGNMENT

Find out the objectives of Social Studies for primary schools.

## UNIT 2: NATURE OF SOCIAL STUDIES PROGRAMME AND ITS IMPLICATION ACTIVITY I

1. The features of Social Studies include:
  - a. It is a study of man as he interacts with the environment.
  - b. Social Studies is value-based.
  - c. Social Studies is a problem-solving area of study.
  - d. Social Studies is citizenship education.
  - e. Social Studies serves as a great link between school learning and living in the real world.
2.
  - a. It is a study of man as he interacts with the environment. Man is the core concern as he relates with the various aspects of the environment. Also, it is an integrated knowledge and information drawn from a whole variety of sources used to study man comprehensively.
  - b. Social Studies is citizenship education because it exposes learners to the basic tenets of citizenship, which emphasizes rights and obligations, human dignity and worth, dignity in labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens.

## ACTIVITY II

1. The implications of the nature of Social Studies to teachers:
  - i. It enables the Social Studies to plan and provide appropriate learning experiences.
  - ii. The place of the teacher in all Social Studies programmes is therefore central.
  - iii. Social Studies teachers therefore must be knowledgeable in the subject matter, dynamic, understand the principles of individual differences, possess adequate knowledge of child development and be knowledgeable in the principles of learning.
  - iv. In addition, they must be committed and keen for them to function well as Social Studies educators for the 21<sup>st</sup> century and beyond.
2. Five tertiary institutions that offer Social Studies:
  - a. Ahmadu Bello University Zaria.
  - b. University of Ilorin.
  - c. Niger State College of Education Minna,
  - d. Adeyemi College of Education Ondo.
  - e. Federal College of Education Zaria.

### **UNIT 3: TEACHING METHODS, TECHNIQUES AND STRATEGIES**

#### **ACTIVITY I**

1. Meaning of concepts:
  - a. Teaching methods refer to the general approaches of teacher as regards to the presentation of content. Teaching methods refers to systematic ways in which teachers approach their instruction.
  - b. Teaching techniques are specific activities a teacher does to achieve or accomplish a method. It involves all the specific activities performed in the classroom.
  - c. Teaching strategies refers to sequencing (organizing) a given selection of techniques in a lesson.
2. Methods refer to overall approach, techniques to activities performed in the class and strategies to the order in which activities are carried out in a class. In other words, method is the approach to concepts and generalizations; technique is an activity performed to achieve the method and strategy is activities sequenced to achieve method.

#### **ACTIVITY II**

#### **ASSIGNMENT**

Select any method of your choice and write out the teaching techniques and strategies for achieving the method.

### **UNIT 4: APPROACHES TO TEACHING SOCIAL STUDIES IN SCHOOLS**

#### **ACTIVITY I**

1. Effective teaching depends on a number of factors such as:
  - a. Preparedness of the teacher
  - b. The learner
  - c. The learning environment and
  - d. The teacher's mastery of appropriate teaching techniques.

#### **ACTIVITY II**

1. There are three namely presentation method, action method and interaction method.
2. Teaching methods and techniques

S/NO	METHOD	TECHNIQUES
1.	Presentation	Lecture, demonstration
2.	Action	Project, fieldtrip
3.	Interaction	Debate, dramatization

#### **ASSIGNMENT**

Take your answer to your centre tutors.

### **UNIT 5: PRESENTATION METHOD**

#### **ACTIVITY I**

1. Lecture is usually a formal talk prepared and organized by the teacher. Lecture technique is used in presenting information and facts to students. The procedure is simple – the teacher does most of the talking while students listen. The students are passive listeners. Lecture can be used to give students additional ideas, facts and information that cannot be easily obtained.
2. Two advantages of lecture method:
  - a. Good lecture can sharpen skills of listening, note-taking, summarizing information and writing.

- b. It is used in the definition of Social Studies concepts for easy understanding and clarification by students.

#### ACTIVITY II

1. Recitation technique is the oral delivery of memorized materials. The teacher using this technique can urge the students to read a chapter of a textbook and commit some points to memory.
2. Two disadvantages of recitation technique:
  - a. Social Studies' goal of critical thinking cannot be achieved using this technique.
  - b. Whatever is memorized can be easily forgotten as a result of disuse.

#### ASSIGNMENT

Resource person technique is the process where a resource person is a guest speaker invited to the class to present information in relation to a topic of interest to the class.

##### Advantages

1. The class is given opportunity to get fuller and richer information from experts.
2. Learners get to appreciate the skills of members of the community and as such improve school-community relationship.
3. The class is challenged to work together in unity.

##### Disadvantages

1. The initial preparation to bring in the resource person may take time.
2. The resource person may disappoint the class or may arrive late such that other lessons are disrupted.
3. Learners may not be free with the resource person and this element of unfamiliarity may impede learning.

#### **UNIT 6: ACTION METHOD**

This method is a departure from the presentation techniques. The students are active and encouraged to learn by themselves. The teacher is to arrange the learning situation. These techniques are valuable in the sense that they make learning more effective and ensure permanency by minimizing teacher influence. The students are encouraged to learn in their own ways.

Teaching techniques that fall in this category include among others project, puzzle, experiment, exercise, fieldtrips, surveys and questioning. The survey and fieldtrip techniques will be discussed.

#### SURVEY TECHNIQUE

Social Studies study man and his organic relationship with the social and physical environment. In surveys, students are sent out of the classroom to collect information on specific topics/issues. Students in the course of a survey use instrument such as interview schedules and questionnaires. They are tools by means of which students can gather information on a given topic.

#### MERITS

1. It helps to develop in students the skills of data collection, organization and analysis.
2. It inculcates in learners the scientific attitude of respecting evidence, that is empirical facts.
3. It equips students with tools for rational decision-making processes.
4. It equips students with tools for solving problems that may affect them and others later in life.

#### DEMERITS

1. Inadequate data may hinder adequate preparation and use of the technique.
2. It is time-consuming and requires a lot of resources.

3. It requires students to develop pre-requisite skills such as writing, reading and summarizing of points.

#### ACTIVITY I

1. Mention any five types of action technique.
2. In your own words, explain the survey technique.

#### FIELD TRIP

Fieldtrips constitute one way by which students can be assisted to benefit from more of their senses. Fieldtrip requires learners to be taken out to see how things operate in the community. Several people and places of interest exist within the community that can be used to enrich the Social Studies lesson.

The Social Studies teacher wishing to take students for a fieldtrip must organize very well. He should inform the school authority and seek the consent of parents before making appointment with the places he wishes to visit. The teacher must state the objectives of the trip and what the students would benefit from the visit.

#### MERITS

1. Learners get firsthand learning experiences leading to greater retention of learned materials.
2. Skills of observation, information gathering and analysis are promoted.
3. Better attitude towards people, societal event and processes is encouraged.
4. School-community relationship is fostered.
5. It sustains students' interest in the subject through encouraging learning by doing.

#### DEMERITS

1. It is costly in terms of time, efforts and money.
2. There is possibility of accidents and injuries occurring.
3. Lack of communication between the host and the teacher may disrupt the trip.

#### ACTIVITY II

1. What is fieldtrip?
2. Enumerate 3 advantages and 2 disadvantages of the technique.

#### SUMMARY

Action method is termed as the opposite of the presentation method. This is because it allows active participation of students in the teaching-learning process. Examples of action techniques include project, survey, puzzle, fieldtrip and questioning among many others.

#### ASSIGNMENT

Discuss the project and questioning techniques and also highlight their advantages and disadvantages.

#### **UNIT 7: INTERACTION METHOD**

This method found its way into the classroom as a result of strong emphasis on social learning. The social learning theorists conceptualize learning as a social not individualistic. In other words, this learning theory which is now applied in classrooms was a counter thesis of Piaget's work. According to the proponents of social learning theory, much learning occurs as a result of interaction in the socialization process.

It therefore requires Social Studies teacher to exploit opportunities by encouraging group work and other patterns of interaction among peers and other members of the school community. The techniques that can be classified under this method are brainstorming, debate, simulation, games, seminar, tutorial and panel discussion.

#### ACTIVITY I

1. Who are the proponents of interaction method?
2. List any four techniques of interaction method.

#### BRAINSTORMING

The curriculum of Social Studies comprises issues and topics about people, far and near. These issues are expected to be presented to the students. Some issues are controversial while others are not. The teacher should be able to moderate between what students learnt at home and at school. In brainstorming session, issues are considered intensively in an informal and free atmosphere. Students are provided with opportunities of finding out information and facts from various sources at their disposal and presenting them verbally.

In brainstorming, the teacher assumes the leadership so as to guide and monitor the brainstorming session. Each student therefore should be allowed to contribute in his own way.

#### MERITS

1. It provides opportunity to share ideas, tolerate each other and respect other people's opinion.
2. It promotes Social Studies teachings of open-mindedness, critical thinking and creativity.
3. It promotes the spirit of team work and cooperation for the common good amongst the students.

#### DEMERITS

1. Brainstorming can easily get out of hand because of its informal nature.
2. It can be too noisy if not carefully managed.
3. It requires on the part of the teacher adequate skills of classroom management.

#### DEBATE

Debate is an important technique of teaching Social Studies. It focuses on the pros and cons of an issue or several important issues in the community. In a formal debate, two groups are recognized on an issue. One group will argue for and the other against.

In debate, there is a team of judges who must agree on the group that has presented the strongest arguments. After the debate, the judges would announce the result, using criteria that would have been announced before the debate. The chairperson must moderate, keeping both groups to the topic or issue under discussion, allowing listeners from both sides to make contributions and maintaining of order generally.

#### MERITS

1. It helps students to think clearly and develop skills of presenting arguments in support of their thinking.
2. It is exciting.
3. It develops in the students skills of reading, writing and logical presentation of points.
4. It builds confidence in students.

#### DEMERITS

1. It can be rowdy if not properly controlled.
2. Members of the audience can easily be irritated and become impatient by overlong speeches.



3. If the topic or issue is not well balanced, the debate may be a fruitless venture.

#### ACTIVITY II

1. Enumerate any 3 advantages and disadvantages of brainstorming.
2. What are the pre-requisites for using the debate technique?

#### SUMMARY

The interaction method is a method advocated by the proponents of the social learning theory. This method promotes the spirit of group work among the students. Examples of techniques are debate, seminar, and panel discussion among others. If brainstorming and debate are not properly managed the classroom teacher may lose classroom control.

#### ASSIGNMENT

Develop any 5 good topics that can be used in a debate for teaching Social Studies.  
Approaches to teaching Social Studies in schools

### **UNIT 8: THE INQUIRY APPROACH**

#### ACTIVITY I

Inquiry method is usually considered the most appropriate for use in Social Studies classes. To inquire means “to find out”. The inquiry method is an approach to instruction designed to seek answers to identified problems. It is an organized, well-directed search which allows students to deepen their understanding of ideas, issues and wants by having to examine and interpret them in a formal way. The inquiry class is a seeking, questioning and searching class. The role of the teacher is to initiate the process through skilful questioning to challenge the thinking processes of the learners. The learners take the responsibility for their learning by collecting and assessing information, make inferences, establish relationships and draw conclusions.

The inquiry process involves the following steps:

1. The experience.
2. State of uncertainty or doubt.
3. Defining and framing the problem.
4. Formulating hypothesis(es).
5. Collection of data.
6. Generalization.

Adoption of this process allows students to discover and learn through investigation. The survey technique can be used to help learners identify problems and seek rational solutions to them.

The use of the inquiry process in teaching and learning liberates learners from total dependence on the teacher and encourage an exploratory spirit in them. Sufficient time is although needed in order to follow the process to its logical conclusion.

#### ACTIVITY I

1. What is inquiry method?
2. A teacher intends to use the inquiry method in the class, what are the steps for the inquiry process?

## **IMPACT OF INQUIRY METHOD TO THE TEACHING AND LEARNING OF SOCIAL STUDIES**

The inquiry is relatively new as a means of teaching but it is important because it promotes “scientific approach” to teaching and learning.

It promotes skills of observation, information gathering and the analysis of information. It encourages students to be objective and to see varied dimensions and aspects of ideas or problems. Through the working out of simple problems and formulation of generalizations, students gain necessary experience in understanding the operations of events, people and society.

### **ACTIVITY II**

State any three ways the inquiry approach is useful to the teaching and learning of Social Studies.

### **ASSIGNMENT**

The collection, classification and analysis of information gathered are the aspects which give this method the name “inquiry”. When using inquiry method, the teacher involves the students in activities of investigation, collection and understanding of information.

## **UNIT 9: CONCEPTUAL APPROACH TO SOCIAL STUDIES INSTRUCTION**

### **ACTIVITY I**

1. Concept refers to ideas about a class of objects and the attributes or characteristics of those objects that differentiate the class from all other classes of objects.
2. Kinds of concepts  
Concepts are classified into three, namely: conjunctive, disjunctive and relational concepts.
  - a. Conjunctive concepts: which are defined by the joint presence of several attributes in an idea. Examples are Arable Land and Social Class.
  - b. Relational concepts: which define the relationship among attributes. For example, son-in-law.

### **ACTIVITY II**

1. Generalizations are law-like statements which express the relationship among concepts.
2. Criteria for making generalizations include:
  1. Validity.
  2. Significance.
  3. Durability.
  4. Appropriateness.

### **ASSIGNMENT**

Ten concepts in Social Studies include:

1. Socialization
2. Culture
3. Integration
4. Family
5. Inquiry
6. Transportation
7. Communication
8. Attitudes
9. Values
10. Nation-building.

## **MODULE 7: NIGERIA AS A NATION**

### **UNIT 1: Activity I**

1. A body of people marked off by their common descent

#### **Unit 1 Assignment**

Briefly explain what is nation-building.

Nation building is the process whereby the leaders of a country strive to achieve unity and progress, for their nation.

### **UNIT 2: Activity I**

1. 923, 768km<sup>2</sup>
2. Two (2) River Niger and River Benue
3. Economic Community of West African States (ECOWAS)  
African Union (AU)  
United Nations Organization (UNO)

#### **Unit 2 Assignment**

Discuss the geographical facts presented about Nigeria in this unit.

### **UNIT 3: Activity I**

- 3 major ethnic groups  
Igbo, Hausa, and Yoruba

#### **Activity II**

- (1) Yoruba – Osun, Ogun, Ondo  
Hausa – Jigawa, Kano, Sokoto  
Igbo – Enugu, Anambra, Imo
- (2) Elegant in appearance and elaborate in ceremonies

#### **Unit 3 Assignment**

Describe the various ethno-religious groups in Nigeria.

#### **UNIT 4: Activity I**

1. Population is the total number of humans (people) in a defined area at a specified time.

#### **Unit 4: Assignment**

What is the impact of population on the development of the nation?

1. Symbol is a sign accepted as typifying or representing a thing.
2. Taiwo Akinkumi in 1959

#### **UNIT 5: Activity II**

1. Flag, National Anthem, Pledge
2. Arise O Compatriots,  
Nigeria's call obey  
To serve our father land  
With love, and strength and faith  
The labour of our heroes past  
Shall never be in vain  
To serve with heart and might  
One nation bound in freedom  
Peace and unity.

**Pledge** I pledge to Nigeria my country

To be faithful, loyal and honest  
To serve Nigeria with all my strength  
To defend her unity and uphold her honour and glory  
So help me God.

#### **UNIT 6: Activity I**

1. Culture is a way of life of people.

#### **Activity II**

Material – houses, tools, clothes

Non-materials – language, ideas, religion.

**Assignment**

Dressing, food, worship

**UNIT 7: Activity I**

1. A process of bringing parts together to achieve a harmonious whole.
2. dressing, marriage, language.

**Assignment**

Discuss cultural and economic integration in Nigeria.

**UNIT 8: Activity I**

NYSC FGGC, language policy, federal character.

**Assignment**

Very successful

**UNIT 9: Activity I**

- 1a. colonial heritage
- b. religious fanaticism
- c. Bad leadership
- d. Ignorance
- e. Foreign culture

**Assignment**

- a. productive citizenry
- b. selfless leadership
- c. inter religious/marriages
- d. Equity and fairness.

## **MODULE 8: ORIGIN AND NATURE OF MAN**

### **UNIT 1: Activity I**

1. From the Biblical point and Islamic view

#### **Assignment**

God made man in His image and likeness.

### **UNIT 2: Activity I**

1. Olorun sent his son Oduduwa from the sky on a chain, and that chain is preserved till today.

#### **Assignment**

Mention any two vital things that the first man used in creating the earth;

Handful of earth, cockerel and palm nut.

### **UNIT 3: Activity I**

1. Charles Darwin

#### **Assignment**

1. Primates and Homo sapiens
2. They are bipedal, thumbs and large toes opposable.

In the case of homosapiens high forehead, small teeth and jaw.

### **UNIT 4:**

#### **Assignment**

Describe Benin and Igbo-Ukwu artistic and cultural edifices described in this unit.

### **UNIT 5:**

#### **Assignment**

Discuss the uniqueness and inter-dependency of man as prescribed in this unit.

## **UNIT 6:**

### **Assignment**

What are the evils of racism?

## **MODULE 9: NIGERIA POLITICAL LIFE**

### **UNIT 1: Activity I**

1. Community of people that share the same language culture, descent.
2. Nigeria, Ghana.

### **UNIT 2: Activity I**

1. National consciousness or awareness to liberate their people

### **Activity II**

- a) Economic exploitation by foreign firms
- b) Exposure of the educated elites
- c) Participation of Nigerians in the World War I.
- d) Intolerance by the British of Nigeria culture.
- e) The defeat of Britain by Japan during the war II

### **Assignment**

Discuss external and internal factors that led to nationalist movement in Nigeria.

- Internal**
- a) Economic prosperity
  - b) Government control of economy
  - c) Trade union activities.

- External**
- a) Atlantic Chapter
  - b) Role of Africans who studied abroad.
  - c) Loss of British prestige in the 2<sup>nd</sup> world war.

### **UNIT 3: Activity I**

1. October 1<sup>st</sup> 1960
2. 3 political parties
3. 1963 President Nnamdi Azikiwe.

#### **Assignment**

What are the roles of political parties in national movement in Nigeria?

### **UNIT 4: Activity I**

1. 1966
2. a) Lack of clear cut ideologies  
b) Intolerance of opposition  
c) Controversy of census.

#### **Assignment**

- a) Creation of states from 12 to 19.
- b) Introduction of NYSC Scheme in 1973
- c) Local government reforms 1976
- d) Teacher Education 1976
- e) The General Elections 1979.

### **UNIT 5: Activity I**

1. Authoritative allocation of values within a state. Population is the number of people in a place at a given time.

#### **Assignment**

It shapes election results

It determines public policy

A powerful tool for both economic and political domination

### **UNIT 7: Activity I**

1. Clifford constitution 1922  
Richard constitution 1946



Macpherson constitution 1951

Littleton constitution

2. 1979 – Provided for executive president
  - Bicameral in nature.
- 1999 – Adoption of a presidential system of government
  - Provision for fundamental human right.
3. Babangida Administration

### **Assignment**

Highlight and briefly discuss the various post-independence constitutions developed in Nigeria.

### **UNIT 8: Activity I**

1. Enumerate some elements of nationhood in Nigeria.
2. What are the necessary pre-requisites for the actual enshrining of a true United Nigerian nation?

### **Assignment**

Why does Nigeria need to promote unity in diversity?

### **UNIT 9: Activity I**

1. Jaji in Kaduna state 1977 by General Obasanjo
2. Laziness and lack of dedication to excellence Nigeria was virtually immersed in ethical decay and indiscipline.

### **Activity II**

1. Because it was a propagandist agency for the government
2. Buhari/Idiagbon regime.
3. Monthly sanitation exercise and capital punishment for drug pushers.

### **Assignment**

List five things you have learnt in this unit.