LESSON PLAN FOR WEEK 2 ENDING 20th January,2023

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| TERM | 2ND |
| WEEK | 3RD |
| DATE | 23RD JAN. 2023 |
| CLASS | SS1 |
| SUBJECT | HISTORY |
| TOPIC | THE HAUSA STATES |
| SUB-TOPIC | THE POLITICAL SYSTEM OF THE HAUSA STATES |
| PERIOD | 1ST |
| TIME | 8;10am-8;50am |
| DURATION | 40minutes |
| NO IN CLASS | 2 |
| SEX | Mixed |
| LEARNING OBJECTIVES | By the end of the lesson, students should be able to:  i.Explain the political system of the Hausa States.  ii.List the factors that enable the king to enjoy unchallenged control over the state. |
| RATIONALE | To acquaint students with the political system of the Hausa state. |
| PREVIOUS KNOWLEDGE | The Students can list the seven Hausa states. |
| INSTRUCTIONAL RESOURCES | Charts showing the seven Hausa states. |
| REFERENCE MATERIAL | A History of Nigeria for Schools and Colleges. |

LESSON DEVELOPMENT

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| STEPS | TEACHER’S ACTIVITIES | STUDENTS’ ACTIVITIES | LEARNING POINTS |
| Introduction | The teacher introduces the topic by asking the students to list the seven Banza bakwai. | The students list the seven banza bakwai. | To arouse students interest towards the topic. |
| Step 1 | The teacher guides the students to explain the political system of the Hausa States. | The students pay attention. | To enhance proper understanding of the topic. |
| Step 2 | The teacher guides the students to state the factors that enabled the king to enjoy unchallenged control over the state. | The students state the factors that enabled the king to enjoy unchallenged control over the state. | For better understanding of the lesson. |
| Board summary | The teacher summarizes the lesson thus:  **The** **Political** **Structure** **of** **the** **Hausa** **State**  The rise of the Hausa city state brought along with it many political and social changes. Politically, the government ceased to be based on lineage or kinship as was the case in the hamlet socio political structure.  Instead, each city state had a territorial monarch buttressed by a king or feudal aristocracy on the social side, there was increased emphasis on class distinction, differentiation arising from the fact that one man had political power, material wealth and status while the other did not.  **The** **political** **System**  The political system was very complex. It was centered around the king known as *Sarkin*-*Kasar* (King of towns and suburbs) . the *Sarkin* had around him a number of officials through whom he carried out the day to day affairs of justice and whose rights and priviledges limited the king’s powers. Among such specialized office holders were the Mago *jin*-*Gari* (Administrator of the town), *Sarkin*-*Kofa* (Keeper of the gate) and the Mai *Unguwa* (The ward head) the heads of the various communities were known as *Sarkin* *Turuwa*.  However, a number of factors enabled the king to enjoy unchallenged control over the entire state. These were:  1.His ability to manipulate the office-holders under him.  2.His ability to build up a community of interest within the state.  3.His efforts to provide protection to his people.  4.His readiness to offer adequate reward for local services. | The students copy notes into their notebooks. | For reference purpose. |
| Evaluation | The teacher evaluates the students thus:  i.Explain the political system of the Hausa state.  ii. State the factors that enabled the king to enjoy unchallenged control over the entire state. | The students attempt the questions. | To ascertain the attainment of the objectives. |
| Conclusion | The teacher concludes by marking and correcting the students notes. | The students take corrections made by teacher. | For better understanding of the lesson. |
| Assignment | List the sources of income for the seven Hausa city states. | The students copy their home work to do at home. | To encourage continuity of learning. |