LESSON PLAN FOR WEEK 2 ENDING 12th May, 2023

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| TERM | 3rd |
| WEEK | 2nd |
| DATE | 11th May 2023 |
| CLASS | SS1 |
| SUBJECT | History |
| TOPIC | Contact with North African Trade and Islam: The Trans-Saharan trade. |
| SUB-TOPIC | The Trans-Saharan Trade |
| PERIOD | 2nd |
| TIME | 8:50-9:30am |
| DURATION | 40 Minutes |
| NO IN CLASS | 2 |
| AVERAGE AGE | 14years |
| SEX | Mixed |
| SPECIFIC OBJECTIVES | By the end of the lesson, scholars should be able to:   1. Explain the origin and growth of the Trans-Saharan trade. 2. Explain the origin of the slave trade. |
| RATIONALE | To acquaint the scholars with the origin and growth of the Trans-Saharan trade. |
| PREVIOUS KNOWLEDGE | Scholars can explain the spread of Islam in Nigeria. |
| INSTRUCTIONAL RESOURCES | Charts from textbook explaining the topic. |
| REFERENCE MATERIAL | A History of Nigeria for Schools and Colleges.  GIC Eluwa (2017\_. |

LESSON DEVELOPMENT

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| STEPS | TEACHER’S ACTIVITIES | SCHOLARS’ ACTIVITIES | LEARNING POINTS |
| Introduction | The teacher introduces the topic by asking the scholars to mention the name of the first king to accept Islam in Nigeria. | The scholars mention his name as Mai Humai. | To arouse scholars’ understanding of the topic. |
| Step 1 | The teacher explains the origin and growth of the Trans-Saharan trade. | The scholars pay attention. | To enhance proper understanding of the topic. |
| Step 2 | The teacher explains the origin of the slave trade. | The scholars listen and ask questions. | To encourage critical thinking on the topic. |
| Board summary | The teacher summarizes the lesson thus:  **Origin and Growth of the Trans-Saharan Trade**  The Atlantic trade became important in the fifteenth century with the arrival of the Portuguese to the Nigerian coast. By the eighteenth century, it had grown tremendously both in extent and volume. Before the fifteenth century coastal settlements of the Niger Delta and Cross River traded with the agricultural areas of the hinterland. The Ijaw who lived at the mouth of the Rio Real (Bonny and New Calabar rivers) produced salt and fish which they exchanged for food items such as yams, cows and sheep from the Igbo hinterland.  The main motive of the first European voyage to West Africa was economic. The Europeans wanted other sources of those commodities which they already used in Europe but which had been bought from India. West Africa therefore became important for gold, ivory, gum, leather, spices especially pepper, dyewoods and slaves. For sometimes, the trade involved a variety of trade goods by the seventeenth century at least in the Nigerian area, it had come to be dominated by slaves. It is reported that when the English and the Dutch came in the sixteenth century, they were looking for ivory and pepper and not slaves. However, ivory remained a supplementary export throughout the eleventh century. Unfortunately, there are no figures to show the volume of non-slave materials exported.  **Origin of the Slave Trade**  Slaves from West Africa and from Nigeria in particular had been sent to North Africa and Southern Europe through the Sahara before the beginning of the trans-Atlantic trade. Moreover, slavery as an institution had existed as part of the African social system particularly in the large empires. Some of the slaves exported worked as domestic servants and by the fourteenth century, many were used on sugar plantations in Sicily and Southern Spain.  The demand for slaves from the Nigerian coast on a large scale could be traced to the introduction of the plantation system of agriculture. The Spaniards had set up sugar plantations in the Canary Islands in 1455; the Portuguese did the same on Madeira and by the close of the century, they had colonized Sao Thome and Principe where they established sugar plantations. During the sixteenth century, the plantation system moved from the Canaries to Hispaniola and from Brazil to Madrid.  Sugar plantations demanded plenty of labour to cultivate and harvest the cane, to extract the juice, and to reduce it to semi-sugar. What happened was that the plantation system spread, so did the demand for labour increases. In the earlier period, labour was procured through the wars between Christians and Moslems but the labour obtained in this way was insufficient. The Portuguese voyage down the coast in the fifteenth century unexpectedly opened up to an alternative source of labour, namely slaves. In 1441, Gonzalez, a Portuguese voyager returned to Portugal with ten slaves as a present to Prince Henry the Navigator. By 1460 when Henry died, 700-800 slaves were exported annually to Portugal from West Africa. | The scholars copy notes into their notebooks. | For future references. |
| Evaluation | The teacher evaluates the scholars thus:   1. Explain briefly the origin and growth of the trans-Saharan trade. 2. What were the factors that led to the emergence of the slave trade? | The scholars attempt the questions. | To ascertain scholars’ level of understanding of the lesson. |
| Conclusion | The teacher checks scholars’ notes and make corrections. | The scholars take corrections made by the teacher. | For consolidation of the lesson. |
| Assignment | The teacher gives the scholars assignment:  Explain three factors that led to the emergence of the trans-Saharan trade. | The scholars copy their assignment to do it at home. | To encourage scholars to study and learn at home. |



11/5/2023

Principal Head Instuctor