LESSON PLAN FOR WEEK 8 ENDING 3RD MARCH 2023

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| TERM | 2ND |
| WEEK | 9 |
| DATE | 2ND MARCH 2023 |
| CLASS | SS1 |
| SUBJECT | History |
| TOPIC | Inter-Group Relationship |
| SUB-TOPIC | Roles of Migration in Inter-group Relations |
| PERIOD | 4th |
| TIME | 10:30-11:10 |
| DURATION | 40 Minutes |
| NO IN CLASS | 11 |
| AVERAGE AGE | 15 years |
| SEX | Mixed |
| SPECIFIC OBJECTIVES | By the end of the lesson, scholars should be able to:  i.State the forms and patterns of migration  ii.Mention the trading association that cut across lineage and territorial barriers. |
| RATIONALE | To acquaint the scholars with the roles of migration in inter-group relations. |
| PREVIOUS KNOWLEDGE | The scholars can explain the administrative system of the Efik kingdom. |
| INSTRUCTIONAL RESOURCES | Charts from textbook explaining the topic. |
| REFERENCE MATERIAL | A History of Nigeria.  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 two main occupation of the *Efik* people. | The scholars mention the two main occupation of the *Efik* people as:  i.Fishing  ii.Farming | To arouse scholars’ interest towards the topic. |
| Step 1 | The teacher states the role of migration in inter-group relations and patterns of migration. | The scholars pay attention. | To enhance proper understanding of the topic. |
| Step 2 | The teacher mentions the trading association that cut across lineage and territorial barriers. | The scholars listen and ask questions. | To encourage critical thinking on the topic. |
| Board Summary | The teacher summarizes the lesson thus:  Role of Migration in Inter-group Relations:  1.The forced migration of slaves and captives.  2.Islamic teachers and scholars fleeing war zones e.g Muslim preachers “drifted” from *Hausaland* and *Bornu* into *Nupe* and Illorin.  3.Wars of expansion and incorporation of diverse peoples into kingdoms. E.g *Wukari*, *Bornu*, Benin and *Igala*.  The Trading Association that Cut Across Lineage and Territorial Barriers  1.The *Awka* blacksmiths, carvers and those who dealt in ivory and beads travelled length and breath of Igbo and *Ibibio* territories where they carved out spheres of influences for themselves.  2.The *Aro* people whose trading mercenaries created a network of market trade-routes throughout Igbo land. They also used their mercenaries to raid slaves in these zones.  3.The trade-in-cattle and kola-nut between the Yorubas and the Hausas.  4.Cattle Fulani who lived and traded in *Yorubaland* such as *Ijebu*-*Ode*,*Sagamu*, etc.  5.The forest trade controlled by Benin in the Yoruba land. | The scholars copy notes into their notebooks. | For reference purposes. |
| Evaluation | The teacher evaluates the scholars thus:  i.Explain the roles of inter-group relations .  ii.Mention the trading associations that cut across lineage and territorial barriers. | The scholars attempt the questions. | To ascertain scholars understanding of the lesson. |
| Conclusion | The teacher checks scholars notes and make corrections. | The scholars take corrections made by the teacher. | To ascertain scholars understanding of the lesson. |
| Assignment | The teacher gives the scholars assignment:  Explain the forms and patterns of migration in inter-group relations. | The scholars copy their assignment to do it at home. | To encourage continuity of learning. |



21/3/2023

Principal Head Instructor