**LESSON PLAN FOR WEEK 1 ENDING 13TH JANUARY,2023**

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| TERM | 2ND |
| WEEK | 1 |
| DATE | 9th-13th January,2023 |
| SUBJECT | Government |
| TOPIC | Pre-Colonial Administration |
| SUB-TOPIC | Hausa/Fulani Political System |
| PERIOD | 5th |
| TIME | 11:10-11:50AM |
| DUARTION | 35 Minutes |
| CLASS | SS2 |
| NO IN CLASS | 7 |
| AVERAGE AGE | 14-15 Years |
| SEX | Mixed |
| LEARNING OBJECTIVES | By the end of the lesson, students should be able to:  i.Give a historical background of the Hausa/Fulani Political System.  ii.Describe the political administration of the Hausa/Fulani political system. |
| RATIONALE | T acquaint scholars with the Hausa/Fulani Political system. |
| PREVIOUS KNOWLEDGE | The students have been taught Local Government Administration. |
| INSTRUCTIONAL RESOURCES | Charts from textbook explaining the topic. |
| REFERENCE MATERIAL | Essential Government for Senior Secondary Schools.  Debie.C.Chris (2017). |

**LESSON DEVELOPMENT**

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| STEPS | TEACHER’S ACTIVITIES | SCHOLARS ACTIVITIES | LEARNING POINTS |
| Introduction | The teacher introduces the topic by asking the students to mention two importance of local government in Nigeria. | The scholars mention two importance of local government in Nigeria as:  i.Political Education  ii.Development. | To arouse students’ interest towards the topic. |
| Step 1 | The teacher gives a historical background of the Hausa/Fulani political system. | The students pay attention. | To encourage proper understanding of the topic. |
| Step 2 | The teacher describes the political administration of the Hausa/Fulani political administration. | The students listen and asks relevant questions on the topic. | To make room for logical reasoning on the topic. |
| Board Summary | The teacher summarizes the lesson thus:  **HISTORICAL BACKGROUND**  The Fulani took over the political leadership of the Habe (Hausa) states in the early 19th century. The Jihad that preceded this occupation was seen as a religious one as well as political.  Othman Dan Fodio led the Fulani Jihad and took over the leadership of the Hausa and established the Sokoto Caliphate with outstanding centralized political system of government. He introduced a new system of selecting and appointing rulers described as Emirs to rule the caliphate. Each of the Emirs owed allegiance to Dan Fodio and his two representatives at Gwandu and Sokoto.  **POLITICAL ADMINISTRATON**  (A).The Emirate: The caliphate was divided into emirates and each emirate was headed by an Emir. He had the responsibility of making laws, enforcing them and maintaining peace and order in his emirate. He was expected to administer the emirate in accordance with the provisions of the Islamic and Sharia laws. However, each Emir was assisted by a number of advisers and they included:  1.The Waziri: He was the head of all the officials.  2.The Galadima: He was incharge of the capital.  3.The Madaki (Madawaki): He was the commander of the army.  4.The Dogara: He was in charge of the army.  5.The Maaji: He was incharge of the treasury.  6.Sarkin Ruwa: He was the river fishing official.  7.Sarkin Fada: He was the head of the palace workers.  8.Sarkin Pawa: He was the head of the butchers  It is important to note that of all the advisers, the Waziri was a very senior adviser and administrator. He was also the Prime Minister.  (B)Supreme Headquaters: Sokoto and Gwandu were the seats of the Emirs. The Emir of Gwandu controlled the Western Empire, while the Emir of Sokoto controlled the Eastern Empire.  (c)District Administration: Each emirate was divided into districts for administrative convenience.  (D)Village Heads: Village heads were appointed by the Hakimi to help in the collection of taxes e.g cattle tax (Jangali) and maintain law and order in the villages.  (E)Centralised Administration: The emirate system was a highly centralized one, with the Emirs possessing almost all the powers. He was an authoritarian ruler. | The students copy notes into their notebooks. | For reference purposes. |
| Evaluation | The teacher evaluates the students thus:  i.Give an historical background of the Hausa/Fulani political system.  ii.Describe the political administration of the Hausa/Fulani political system. | The students attempt the questions. | To ascertain their understanding of the lesson. |
| Conclusion | The teacher check students notes and make necessary corrections. | The students take corrections made by the teacher. | For consolidation of the lesson. |
| Assignment | The teacher gives the scholars home work:  -State the functions of the Emir in the Hausa/Fulani political system. | The students copy their home work to do it at home. | To encourage students to learn and study while at home. |



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