**LESSON** **PLAN** **FOR** **WEEK** **1 ending 5th may 2023**

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| TERM | 3rd |
| WEEK | 1st |
| DATE | 3rd May 2023 |
| CLASS | SS1 |
| SUBJECT | History |
| TOPIC | Indigenous Technology, Craft and Industries |
| SUB-TOPIC | Places and types of indigenous industries |
| PERIOD | 1st |
| TIME | 8:10am-8:40am |
| DURATION | 40 Minutes |
| NO IN CLASS | 11 |
| AVERAGE AGE | 10-13 Years |
| SEX | Mixed |
| SPECIFIC OBJECTIVES | By the end of the lesson, scholars should be able to:   1. Explain the place of indigenous industries in the Economy. 2. Explain the various types of indigenous industries. |
| RATIONALE | To acquaint the scholars with the indigenous technology, craft and industries. |
| PREVIOUS KNOWLEDGE | Scholars are familiar with industrial technology 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 any indigenous industry they know. | The scholars mention the cloth industry. | To arouse scholars’ understanding of the topic. |
| Step 1 | The teacher explains the place of indigenous industries in the economy. | The scholars pay attention. | To enhance proper understanding of the topic. |
| Step 2 | The teacher states some types of indigenous industries. | The scholars listen and ask questions. | To encourage logical reasoning on the topic. |
| Board Summary | The teacher summarizes the lesson thus:  **Place of Indigenous industries in the economy**  Although agriculture provided the bedrock of economic activities in Nigeria in the past as it still does today, many people were also engaged in trading, hunting, fishing and manufacturing. Any meaningful study of the domestic economy of Nigeria must therefore take into serious account the indigenous industries which formed an important sector of that economy. These industries have been so called because in most cases, the raw materials, the tools and the techniques were available in the Nigerian areas  This study is important because it was these industries that produced service goods such as tools, weapons, utensils, ornaments and clothing needed by the people. The industries also provided a major source of income for some people and, for others, they supplemented the income from agriculture and trade. More importantly, this study will help us to see how Nigerians have been able to utilize locally available resources to produce tools and weapons which have helped them to control their environment and improve their living conditions. However, some of these industries have been affected by the establishment of modern industries.  **Types of Industries:**  **1.Pottery**: Pottery was carried on in Nigeria wherever clay was available and so it was a widespread craft. The earliest evidences of pottery in Nigeria were found in Late Stone Age Rop Shelter on the Jos Plateau (dated to about 3000 B.C). At Daima, situated to the South of Lake Chad, archeological evidences shows that during the first millennium B.C, the people made good pottery, some of which were beautifully decorated. Fragments of the enormous pots known in the oral traditions of Borno as “Sao pots: were also found there.  The Igbo Ukwu site, dated to the 9th century A.D, contained a large quantity of broken pottery and some complete ones. The most remarkable among them was big and open-mouthed, decorated with deep channeling and projecting bosses, models of a snake, a ram’s head and a chameleon. The pots also had handles. At Ife, the excavation of the burial site of a former Ooni called Lafegido, showed a potsherd (pieces of broken pots) pavement with a dozen clay water pots. The site was dated to about 12th century A.D. Also, pottery made for seven centuries have been excavated at Benin.  **Production:**  Pottery involved intricate processes and was usually produced by women. first, the clay was mixed and worked through to remove foreign materials such as stones and pieces of wood. The clay was tempered by adding pottery sherds and sand. This was intended to make it less plastic so that during firing, it will not crack.  **2.Metal work:**  (**a)Iron**: Smiths in Nigeria had worked on iron, tin and copper long before the nineteenth century. The most important of these metals was iron which was available in different areas.  **Importance of Iron:**  Iron technology, i.e mining the ore, smelting and smithing, has been accepted by Historians and Archeologists as a landmark in the history of pre-colonial Africa. Implements produced from iron included hoes, knives, spears, and swords which had superior advantage over wooden or stone tools. Secondly, iron implements made it possible for man to acquire greater control over his environment. Thirdly, iron made agriculture more efficient because iron tools were more suitable than stone for clearing the bush and tiling the soil. This in turn made food more abundant.  On the other hand, iron weapons made wars more destructive. It is believed that the rise of the early empires of West Africa was partly due to their possession and use of iron weapons and tools.  **Production:**  The iron industry involved specialized skills. As a result, it was the special preserve of a restricted group. First, the iron was mined; then it was smelted. Iron-smelting is the process of heating iron ore in a furnace to a very high temperature until the iron flows and then hardens. Smiths often used the smelted iron to forge tools and weapons.  **(b)Bronze and Brass**: Bronze (copper and lead) and brass were used in casting heads and figures. Ife, Benin and Igbo-Ukwu were noted for bronze structures. It has been suggested that the Benin art was probably learnt from Ife. The royal artistes of Beni designed and produced fine heads in bronze and brass. All these were used to decorate the Obas palace to make it look more magnificent. | The scholars copy notes into their notebooks. | For reference purposes. |
| Evaluation | The teacher evaluates the scholars thus:   1. Mention two indigenous industries in Nigeria. 2. Explain the production of pottery. | 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:   1. Explain the metal work industry and method of productions | The scholars copy their assignment to do it at home. | To encourage continuity of learning. |



11/5/2023

Principal Head Instuctor