**TEACHERS NAME..TSC NO.**

**SCHOOL/INSTITUTION.**

* **FORM:**

**SUBJECT: HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC: MEANING OF HISTORY MEANING OF GOVERNMENT**

**WEEK: 4 LESSON NO: 1**

**DATE.TIME.**

**OBJECTIVES:** By the end of the lesson, the learner should be able to; define the term history, the meaning of the term government.

**LESSON PRESENTATION**

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| --- | --- | --- | --- |
|  TIME | CONTENT | TEACHING METHODS | RESOURCE MATERIALS |
|  |  |  |  |

SELF EVALUATION:

**TEACHERS NAME..TSC NO.**

**SCHOOL/INSTITUTION.**

**FORM: 1**

**SUBJECT**: **HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC: IMPORTANCE OF STUDYING HISTORY AND GOVERNMENT AND SOURCES OF INFORMATION ON HISTORY AND GOVERNMENT.**

**WEEK: 4 LESSON NO: 2**

**DATE.TIME.**

**OBJECTIVES:** By the end of the lesson, the learner should be able to; by the end of the lesson, the learner should be able to; identify the source of information on history and Government. Oral traditions and its limitations

Archeology, Paleontology

**LESSON PRESENTATION**

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| --- | --- | --- | --- |
|  TIME | CONTENT | LEARNING ACTIVITIES | RESOURCE MATERIALS |
|  |  |  |  |

SELF EVALUATION:

**SCHOOL/INSTITUTION.**

**FORM: 1**

**SUBJECT: HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC: UNWRITTEN SOURCE**

**WEEK: 4 LESSON NO: 3**

**DATE.TIME.**

**OBJECTIVES:** By the end of the lesson, the learner should be able to; by the end of the lesson, the learner should be able to: Stating the Limitations of oral tradition, Explaining the advantage and limitation of linguistic.

**LESSON PRESENTATION**

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| --- | --- | --- | --- |
|  TIME | CONTENT | LEARNING ACTIVITIES | RESOURCE MATERIALS |
|  |  |  | . |

SELF EVALUATION:

**TEACHERS NAME..TSC NO.**

**SCHOOL/INSTITUTION.**

**FORM: 1**

**SUBJECT: HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC: SOURCES OF INFORMATION ON HISTORY AND GOVERNMENT (ANTHROPOLOGY, GEOLOGY AND GENETICS)**

**WEEK: 5 LESSON NO: 1**

**DATE.TIME.**

**OBJECTIVES:** By the end of the lesson, the learner should be able to; Explain anthropology, Geology and Genetics as sources of information on History and Government

**LESSON PRESENTATION**

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| --- | --- | --- | --- |
|  TIME | CONTENT | LEARNING ACTIVITIES | RESOURCE MATERIALS |
| 5 Minutes30 Minutes5 Minutes | **Introduction**Recap of the previous lesson on the sources of information such as Oral traditionLimitations of oral tradition, ArcheologyPaleontology.Stating the advantage of sources of information in history and government.**Content**Defining the meaning of anthropology, geology and genetics. Explaining the how these source is used in history and government. Stating the advantages and disadvantage of these sources of information in history and government.**Conclusion** Review of the lesson by giving a brief summary on the sources of information in history and government such as Anthropology, Geology and Genetics | Defining Asking and answering questions ExplanationDiscussionAsking and answering questionsGiving assignment Note taking Stating Defining  | Chalk boardStudents bookPicturesChartsChalk boardStudents bookPicturesChartsHandoutsTeachers noteStudent booksChalkboard. |

SELF EVALUATION:

**TEACHERS NAME..TSC NO.**

**SCHOOL/INSTITUTION.**

**FORM: 1**

**SUBJECT: HISTORY TOPIC: INTRODUCTION TO HISTORY AND GOVERNMENT**

**SUB TOPIC: METHODS OF DATING FOSSILS AND WRITTEN SOURCES**

**WEEK: 5 LESSON NO: 2, 3**

**DATE.TIME.**

**OBJECTIVES:** By the end of the lesson, the learner should be able to; explain the methods of dating fossils, explain the written sources and electronic sources.

**LESSON PRESENTATION**

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| --- | --- | --- | --- |
|  TIME | CONTENT | LEARNING ACTIVITIES | RESOURCE MATERIALS |
| 5 Minutes30 Minutes5 Minutes | **Introduction**Recap of the previous lesson on the anthropology, geology and genetics. Stating the advantages and disadvantage of these sources of information in history and government.**Content**Stating the various methods of dating fossils such as geological periods, chemical dating, fission track methods, lexicon and statistical dating. Explaining the different source of written sources. Stating the advantages and disadvantages of written sourceExplaining the electronic sources such as microfilms, radio and audio visual.**Conclusion** Review of the lesson by giving a brief written source of history and government, the method of dating fossil and electronic sources. | Defining Narration Asking and answering questions DiscussionsExplanationsAsking and answering questionsNote takingStating Defining  | Chalk boardStudents bookChartsRealiaHandoutsStudents bookAudio visual radio Teachers noteStudent booksChalkboard. |

SELF EVALUATION:

**TEACHERS NAME..TSC NO.**

**SCHOOL/INSTITUTION.**

**FORM: 1**

**SUBJECT: HISTORY TOPIC: EARLY MAN**

**SUB TOPIC: THE ORIGIN OF HUMAN BEINGS**

**WEEK: 6 LESSON NO: 1**

**DATE.TIME.**

**OBJECTIVES:** By the end of the lesson, the learner should be able to; explain the origin of man as given in the mythical theory, creation and evolution theory.

**LESSON PRESENTATION**

|  |  |  |  |
| --- | --- | --- | --- |
|  TIME | CONTENT | LEARNING ACTIVITIES | RESOURCE MATERIALS |
| 5 Minutes30 Minutes5 Minutes | **Introduction**Introduction to a new topic on early man, trying to state the origin of early man from common knowledge or what the student knows.**Content**Stating the theory that explain the origin of early man, i.e. the creation theory, mythical theory and the evolution theory. Explain the 3 theory as to where the man originated from.**Conclusion** Review of the lesson by giving a brief summary on theories that explain the origin of early man, i.e. the creation theory, mythical theory and the evolution theory. | Defining Narration Asking and answering questions Discussions on the origin of manAsking and answering questionsNote taking Stating Defining  | Chalk boardStudents bookPhotographsStudents bookPicturesHandoutsTeachers guide bookChartsmaps Teachers noteStudent booksChalkboard. |

SELF EVALUATION: