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FORM: 1

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

SUB TOPIC: MEANING OF HISTORY MEANING OF GOVERNMENT

WEEK: 4 **LESSON NO: 1**

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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

TIME	CONTENT	LEARNING ACTIVITIES	RESOURCE MATERIALS
5 Minutes	**Introduction** Introduction to the new topic on introduction to history and government. Trying to give the meaning of history and government.	Defining Narration Asking and answering questions	Chalk board Students book Pictures Charts
30 Minutes	**Content** Defining the meaning of history and government. Stating different meaning of history and government as given by different historians. Discussing the different type of forms of government i.e. Democratic, aristocratic, monarchical and dictatorial. Explaining the different nations in the world that use each of the government.	Explaining the meaning of the terms history and government Student writing down important points Asking questions Answering questions Note taking by the teacher on the chalk board	Chalk board Students book Pictures Charts Handouts Teachers note Student books
5 Minutes	**Conclusion** Review of the lesson by giving a brief summary on the meaning of history and government, stating the different form of government.	Stating Defining	Chalkboard.

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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**

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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

TIME	CONTENT	LEARNING ACTIVITIES	RESOURCE MATERIALS
5 Minutes	**Introduction** Recap of the previous lesson content on meaning of history and government	Defining Asking and answering questions	Chalk board Students book Pictures Charts
30 Minutes	**Content** Defining the meaning of history and government. Stating different meaning of history and government as given by different historians. Discussing the different type of forms of government i.e. Democratic, aristocratic, monarchical and dictatorial. Explaining the different nations in the world that use each of the government.	Explanation Discussion Asking and answering questions Giving assignment Note taking	Chalk board Students book Pictures Charts Handouts
5 Minutes	**Conclusion** Review of the lesson by giving a brief summary on the meaning of	Stating Defining	Teachers note Student books Chalkboard.

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	history and government, stating the different form of government.		

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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

TIME	CONTENT	LEARNING ACTIVITIES	RESOURCE MATERIALS
5 Minutes	**Introduction** Recap of the previous lesson on the importance of studying history and government.	Defining Narration Asking and answering questions	Chalk board Students book
30 Minutes	**Content** Defining oral tradition, the limitation of using oral tradition Defining meaning of linguistic, stating that advantage of using linguistic as source of information. Discussing the limitation of linguistics	Discussions Explanations Asking and answering questions Note taking	Charts Handouts Students book Audio visual radio
5 Minutes	**Conclusion** Review of the lesson by giving a brief unwritten source of information such and linguistic and oral tradition	Stating Defining	Teachers note Student books Chalkboard.

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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**

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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

TIME	CONTENT	LEARNING ACTIVITIES	RESOURCE MATERIALS
5 Minutes 30 Minutes 5 Minutes	**Introduction** Recap of the previous lesson on the sources of information such as Oral tradition Limitations of oral tradition, Archeology Paleontology. 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.	Defining Asking and answering questions Explanation Discussion Asking and answering questions Giving assignment Note taking Stating Defining	Chalk board Students book Pictures Charts Chalk board Students book Pictures Charts Handouts Teachers note Student books Chalkboard.

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	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		

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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**

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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

TIME	CONTENT	LEARNING ACTIVITIES	RESOURCE MATERIALS
5 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.	Defining Narration Asking and answering questions	Chalk board Students book
30 Minutes	**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 source Explaining the electronic sources such as microfilms, radio and audio visual.	Discussions Explanations Asking and answering questions Note taking	Charts Realia Handouts Students book Audio visual radio
5 Minutes		Stating	Teachers note Student books Chalkboard.

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	Conclusion Review of the lesson by giving a brief written source of history and government, the method of dating fossil and electronic sources.	Defining	

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FORM: 1

SUBJECT: HISTORY **TOPIC: EARLY MAN**

SUB TOPIC: THE ORIGIN OF HUMAN BEINGS

WEEK: 6 **LESSON NO: 1**

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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

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5 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.	Defining Narration Asking and answering questions	Chalk board Students book
30 Minutes	**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.	Discussions on the origin of man Asking and answering questions Note taking	Photographs Students book Pictures Handouts Teachers guide book Charts maps
5 Minutes	**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.	Stating Defining	Teachers note Student books Chalkboard.

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