

THE UNIVERSITY OF ILORIN, ILORIN, P.M.B. 1515, ILORIN, NIGERIA  
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**Course: PES 311- Elementary Social Studies Curriculum and Methods (2 CREDITS REQUIRED)**

**Lecturer: YUSUF, A. B.Ed., M.Ed., Ph.D. (Social Studies Education)(Ilorin).**



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**Consultation Hours:**Thursdays 4.00-5.30p.m

## **COURSE DETAIL**

### **Course Content**

#### **Elementary Social Science Curriculum and Methods**

Nursery/Primary school curriculum for Nursery/Primary schools.Aims, objectives and methods of teaching different components of the curriculum.

#### **Course Description:**

The course focuses on the social studies curriculum and the pedagogical skills required by the social studies teachers to improve their understanding of the elementary social studies curriculum, and in addition, update the knowledge of the students who will be responsible for the implementation of the social studies curriculum at the Nigerian Basic School level. In this course, thorough study of the social studies curriculum would be done.Aims and objectives of social studies will be focused in the course. Attention will also be given to the methods and strategies of teaching the various components of social studies curriculum at the elementary school level.

#### **Course Justification**

Elementary Social Studies Curriculum and Methods is a course that is offered by primary education students in the Faculties of Education. Social studies is one of the core subjects at the basic education level. Therefore, there is the need to expose the primary education students who are the would-be basic school teachers to the social studies curriculum and the pedagogical skills required for effective teaching and learning of the subject. The course is designed to enable the primary education students to understand the nature of the subject that is aimed at developing effective citizens. In addition, the knowledge of the Elementary Social Studies Curriculum and Methods produce specialists who can handle learners as class teachers. The proper implementation of social studies curriculum depends on the quality of the teachers who handles the subject. The need to update the knowledge of the learners, who are expected to become the social studies teachers, to be responsible for the implementation of the curriculum is paramount.

Elementary Social Studies Curriculum and Methods is included in the curriculum of Teacher Education Programmes in Nigeria because of the following reasons:

1. Elementary Social Studies Curriculum and Methods will enable the would- be- teachers to have proper perception of elementary social studies curriculum with a view of establishing the challenges the meaning social studies posed to the teacher.

2. Elementary Social Studies Curriculum and Methods will enable students to understand the scope of the subject including the emerging issues in the subject.
3. Teachers need to know all aspects of Elementary Social Studies Curriculum and Methods in order to increase their knowledge of their environment and to develop the appropriate strategies that would be suitable for the achievement of the objectives of the subject.
4. The knowledge of Elementary Social Studies Curriculum and Methods will enable teachers to understand the various methods and strategies that are available for the teacher of the subject.

### **Course Objectives**

By the end of this course, it is expected that the students should be able to:

1. Identify the definition of the social studies curriculum.
2. Identify the challenges posed by the definitions of social studies.
3. Highlight the nature of social studies curriculum.
4. Explain the focus of social studies.
5. Identify the need for social studies in basic schools.
6. Discuss the various methods and strategies of teaching social studies at the basic level.
7. Explain the merits and demerits of each method and strategy of teaching like play way, inquiry guided discovery, field trip, role play, discussion and project.
8. Prepare lesson note for social studies instruction

### **Course Requirements**

Students are expected to be actively involved in the classroom. Class attendance is mandatory and it will be taken at each lecture. Any student who does not meet 70% attendance would be disqualified to write examination. Each student would be subjected to class work and practice. In addition students will be subjected to the end of course examination using Computer Based Test of 100 multiple choice items.

### **Methods of Grading**

|    |                            |   |
|----|----------------------------|---|
| 1. | Class Attendance           | 70% attendance to qualify for end of semester examination |
| 3. | C. A                       | 30  |
| 4. | End of Session Examination | 70  |
|    | TOTAL                      | 100   |

### **Course Delivery Strategies**

Jigsaw, Team- Games Tournament, Lecture, project and discussion instructional strategies would be employed. Students would be referred to some books where students will read topics ahead of the time of lessons. Students can be randomly called to explain what they have read about a topic. Power point presentation would be used mostly in lessons' delivery.



### **Week One: Definition of Social Studies (2hrs)**

#### **Objectives:**

At the end of the end of the two hour lectures, the students should be able to provide the many different definitions of social studies. Students should be able to explain the reasons for the differences in the definitions and the challenges the definitions of social studies posed to the teachers.

#### **Topic Description**

Definition of social studies. Provision of the various ways people view social studies as study of man and the environment, as social sciences simplified and as citizenship education.

#### **Review Questions**

1. Define the following: social studies, social sciences.
2. Distinguish among the various views of social studies as study of man and the environment, social sciences and as citizenship education..

#### **Reading List**

Adekeye, A. (1982). Teaching social studies in Nigerian colleges. Ile Ife: University of Ile Ife Press  
Aina, N. F. et al (2006). Social studies: A book on methodology. Ibadan: Evans Brothers Nig. Publishers Ltd.

Dick, W. & Reister, R. A. (1982). Planning effective instruction. New Jersey: Practice

Dubey, D. L. and Barth, J. L. (1980). Social studies methods for Nigerian Teachers. Ibadan: University Press Ltd.

Ehman, L., Mchlinger, H., and Patric, j.(1974). Towards effective instruction in secondary social studies. Boston: Houghton Mifflin Co.

National Primary Education Commission(1998). A training handbook for Nigerian primary school teachers: Social studies. Lagos: Ronky Printing Press.

NTI/ Teacher Education in Sub Saharan Africa(TESSA) (2007). Social studies and art. Kaduna: NTI Press.

Ogundele, A. (2001). A handbook of social studies for colleges, Lagos: Macmillan

Ogunsanya, M. (1982). Introduction to methodologies of social studies. Ibadan: Evan Brothers Publishers.

Shaver, J. P. (1967). Social studies: The need for redefinition. *Social studies Education*, 31(8), 1-10

## **Week Two: Nature of Primary school Social Studies (2 hrs.)**

### **Objective**

At the end of the end of the two hour lectures, the students should be able to explain the nature of social studies. Students should be able to discuss the three positions of the nature of social studies curriculum, namely, from the man- environment interaction, from social science simplified, and citizenship education position.

### **Topic Description**

Discussion of the nature of social studies. The changing nature of the subject as advocacy and improvement. The subject as those portion of social science disciplines of anthropology, sociology, economics, psychology, political science, history and geography, which have been selected for teaching purposes; social studies as the study of man in the society; the study of how interact with one another, interact with physical and social environment; it is also the study of science and technology as they affect man. Discussion will also focus the nature of social studies as citizenship education, that is, social studies aims at impacting knowledge and providing valuable information necessary for life, its basic function is to help pupils to inculcate desirable social habits, attitudes and values.

### **Study Questions**

1. Discuss the nature of primary school social studies curriculum.
2. Social studies is a garden variety. Discuss.

### **Reading List**

Adekeye, A. (1982). Teaching social studies in Nigerian colleges. Ile Ife: University of Ile Ife Press  
Aina, N. F. et al (2006). Social studies: A book on methodology. Ibadan: Evans Brothers Nig. Publishers Ltd.

Dick, W. & Reister, R. A. (1982). Planning effective instruction. New Jersey: Practice

Dubey, D. L. and Barth, J. L. (1980). Social studies methods for Nigerian Teachers. Ibadan: University Press Ltd.

Ehman, L., Mchlinger, H., and Patric, j. (1974). Towards effective instruction in secondary social studies. Boston: Houghton Mifflin Co.

## **Week Three: Scope of Primary Social Studies Curriculum**

### **Objective:**

At the end the lesson, students should be able to identify the areas of focus of primary school social studies. Students should be able to explain the subject focus of critical thinking and reflective inquiry.

### **Topic Description**

This will involve taking students through the scope of primary social studies curriculum in the schools. Discussion will centre on areas covered by the curriculum. These areas include the use of critical thinking and reflective inquiry. Let the students recognize that social studies is not to replace any of the social sciences. Social studies focuses on the development of good citizen, in the form of citizenship education.

### **Study Questions**

1. Explain the scope of social studies.
2. Discuss the relationship between social studies and social sciences.
3. What are the similarities and dissimilarities of social studies and social sciences.

### **Reading List**

Ogundele, A. (2001). A handbook of social studies for colleges, Lagos: Macmillan

Ogunsanya, M. (1982). Introduction to methodologies of social studies. Ibadan: Evan Brothers Publishers.

Shaver, J. P. (1967). Social studies: The need for redefinition. *Social Studies Education*, 31(8), 1-10

## **Week Four: Relevance of Social Studies (2 hrs).**

### **Objective:**

At the end of the lesson, students should be able to enumerate and explain the relevance of social studies in the primary school curriculum.

### **Topic Description**

This will include looking at the relevance or importance of social studies to individuals, societies and the country. The importance of social studies to the immediate community and the nation that would enable the students to understand and appreciate problems arising from the interaction between man and the environment and ways of resolving the problems using different reflective inquiry and critical thinking. Also, to be discussed is the development of citizenship education that leads to effective participation. Discussion will also focus the various ways social studies has promoted national unity and consciousness. Effort will also be made to expose the learners to the various cultures of Nigeria and how they could appreciate and understand them with a view of removing the negative feelings and prejudices about culture of other people .

### **Study Questions**

1. Why do you think that social studies is necessary in primary schools?
2. Discuss the importance of social studies in primary school curriculum.
3. What are the similarities and dissimilarities of social studies and social sciences.

### **Reading List**

Ogundele, A. (2001). A handbook of social studies for colleges, Lagos: Macmillan

Ogunsanya, M. (1982). Introduction to methodologies of social studies. Ibadan: Evan Brothers Publishers.

Shaver, J. P. (1967). Social studies: The need for redefinition. *Social studies Education*,31(8),1-10

### **Week Five:Strategies of Teaching Primary School Social Studies.(2 hrs.)**

#### **Objective:**

At the end of the lesson, students should be able to discuss the various methods and strategies of teaching social studies at the basic level. Students should be able to identify the merits and the demerits of the strategies such as guided discovery and inquiry method,

#### **Topic Description**

The teacher and the students shall discuss the teaching strategies. Guided discovery and inquiry method will be discussed as. The characteristics, merits and demerits of each of the strategies would also be discussed. In addition, the ways the strategies could be used would be discussed.

#### **Study Questions**

1. Describe the characteristics of the guided discovery.
2. Why do many people inquiry method of teaching?
3. Enumerate the merits and demerits of the guided discovery as a strategy of teaching

#### **Reading List**

Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd.Pp 60-64.

Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 78-87.

Onwuegbu, O.I. (1971).*Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 78-90.

Dick, W. &Reister, R. A. (1982). Planning effective instruction. New Jersey: Practice

Dubey, D. L. and Barth, J. L. (1980). Social studies methods for Nigerian Teachers. Ibadan: University Press Ltd.

Ehman, L., Mchlinger, H., and Patric, j.(1974). Towards effective instruction in secondary social studies. Boston: Houghton Mifflin Co.

National Primary Education Commission(1998). A training handbook for Nigerian primary school teachers: Social studies. Lagos: Ronky Printing Press.

NTI/ Teacher Education in Sub Saharan Africa(TESSA) (2007). Social studies and art. Kaduna: NTI Press.

#### **Assignment**

Students are to prepare questions to ask during the next week revision exercise

## **Week Six:Strategies of Teaching Primary School Social Studies. (2 hrs.)**

### **Objective:**

At the end of the lesson, students should be able to discuss the various methods and strategies of teaching social studies at the basic level. Students should be able to identify the merits and the demerits of the strategies such as discussion method and field trip.

### **Topic Description**

The teacher and the students shall discuss the teaching strategies. Discussion method and field trip will be discussed as. The characteristics, merits and demerits of each of the strategies would also be discussed. In addition, the ways the strategies could be used would be discussed.

### **Study Questions**

1. Describe the characteristics of the discussion method.
2. What are the advantages of field trip?
3. Enumerate the merits and demerits of the discussion as a strategy of teaching.
4. What is the procedure for the use of field trip?

### **Reading List**

Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd.Pp 60-64.

Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London

Dick, W. &Reister, R. A. (1982). *Planning effective instruction*. New Jersey: Practice

Dubey, D. L. and Barth, J. L. (1980). *Social studies methods for Nigerian Teachers*. Ibadan: University Press Ltd.

Ehman, L., Mchlinger, H., and Patric, j.(1974). *Towards effective instruction in secondary social studies*. Boston: Houghton Mifflin Co.

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 78-87.

National Primary Education Commission(1998). *A training handbook for Nigerian primary school teachers: Social studies*. Lagos: Ronky Printing Press.

NTI/ Teacher Education in Sub Saharan Africa(TESSA) (2007). *Social studies and art*. Kaduna: NTI Press.

Onwuegbu, O.I. (1971).*Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 78-90.

### **Assignment**

Students are to prepare questions to ask during the next week revision exercise

## **Week Seven:Strategies of Teaching Primary School Social Studies. (2 hrs.)**

### **Objective:**



At the end of the lesson, students should be able to discuss the methods and strategies of teaching social studies at the basic level. Students should be able to identify the merits and the demerits of the strategies such as role- play method, and storytelling.

### **Topic Description**

The teacher and the students shall discuss the teaching strategies. Role play and storytelling will be discussed as. The characteristics, merits and demerits of each of the strategies would also be discussed. In addition, the ways the strategies could be used would be discussed.

### **Study Questions**

1. Describe the characteristics of the role-play method.
2. What are the advantages of storytelling?
3. Enumerate the merits and demerits of the role play as a strategy of teaching.
4. What is the procedure for the use of storytelling?

### **Reading List**

Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64.

Ayet, H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*. London. Institute of Education, University of London

Dick, W. & Reister, R. A. (1982). *Planning effective instruction*. New Jersey: Practice

Dubey, D. L. and Barth, J. L. (1980). *Social studies methods for Nigerian Teachers*. Ibadan: University Press Ltd.

Ehman, L., Mchlinger, H., and Patric, j.(1974). *Towards effective instruction in secondary social studies*. Boston: Houghton Mifflin Co.

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 78-87.

National Primary Education Commission(1998). *A training handbook for Nigerian primary school teachers: Social studies*. Lagos: Ronky Printing Press.

NTI/ Teacher Education in Sub Saharan Africa(TESSA) (2007). *Social studies and art*. Kaduna: NTI Press.

Onwuegbu, O.I. (1971). *Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 78-90.

### **Assignment**

Students are to prepare questions to ask during the next week revision exercise

### **Week Eight: Strategies of Teaching Primary School Social Studies. (2 hrs.)**

#### **Objective:**

At the end of the lesson, students should be able to discuss the methods and strategies of teaching social studies at the basic level. Students should be able to identify the merits and the demerits of the strategies such as concept mapping, and play way.

### **Topic Description**

The teacher and the students shall discuss the teaching strategies. Play way, and concept mapping will be discussed as. The characteristics, merits and demerits of each of the strategies would also be discussed. In addition, the ways the strategies could be used would be discussed.

### **Study Questions**

1. Describe the characteristics of the play way method.
2. What are the advantages of concept mapping?
3. Enumerate the merits and demerits of the play way as a strategy of teaching.
4. What is the procedure for the use of concept mapping?

### **Reading List**

Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd.Pp 60-64.

Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*. London. Institute of Education, University of London

Dick, W. &Reister, R. A. (1982). *Planning effective instruction*. New Jersey: Practice

Dubey, D. L. and Barth, J. L. (1980). *Social studies methods for Nigerian Teachers*. Ibadan: University Press Ltd.

Ehman, L., Mchlinger, H., and Patric, j.(1974). *Towards effective instruction in secondary social studies*. Boston: Houghton Mifflin Co.

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 78-87.

National Primary Education Commission(1998). *A training handbook for Nigerian primary school teachers: Social studies*. Lagos: Ronky Printing Press.

NTI/ Teacher Education in Sub Saharan Africa(TESSA) (2007). *Social studies and art*. Kaduna: NTI Press.

Onwuegbu, O.I. (1971).*Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 78-90.

### **Assignment**

Students are to prepare questions to ask during the next week revision exercise

### **Week Nine:Strategies of Teaching Primary School Social Studies.(2 hrs.)**

#### **Objective:**

At the end of the lesson, students should be able to discuss the methods and strategies of teaching social studies at the basic level. Students should be able to identify the merits and the demerits of the strategies such as games and simulation, and project method.

#### **Topic Description**

The teacher and the students shall discuss the teaching strategies. Games and simulation, and project method will be discussed as. The characteristics, merits and demerits of each of the

strategies would also be discussed. In addition, the ways the strategies could be used would be discussed.

### **Study Questions**

5. Describe the characteristics of the project method.
6. What are the advantages of games and simulation?
7. Enumerate the merits and demerits of the games and simulation as a strategy of teaching.
8. What is the procedure for the use of project method?

### **Reading List**

Adesina, S., Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 60-64.

Ayet, H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*. London. Institute of Education, University of London

Dick, W. & Reister, R. A. (1982). *Planning effective instruction*. New Jersey: Practice

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Ehman, L., Mchlinger, H., and Patric, j. (1974). *Towards effective instruction in secondary social studies*. Boston: Houghton Mifflin Co.

Jekayinfa, A.A. (2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 78-87.

National Primary Education Commission (1998). *A training handbook for Nigerian primary school teachers: Social studies*. Lagos: Ronky Printing Press.

NTI/ Teacher Education in Sub Saharan Africa (TESSA) (2007). *Social studies and art*. Kaduna: NTI Press.

Onwuegbu, O.I. (1971). *Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 78-90.

### **Assignment**

Students are to prepare questions to ask during the next week revision exercise

### **Week Ten: Planning to teach Primary School Social Studies. (2 hrs.)**

#### **Topic Description**

This entails going through the social studies syllabus, scheme of work, lesson preparation using different formats.

#### **Study Questions**

1. Explain what to be considered in preparing the scheme of work from the teaching syllabus.
2. How many sections should a lesson note contain?

3. List the essential things that should be contained in the preliminary section of a lesson note.
4. Enumerate the important aspects of the main body of a lesson note.
5. How should a lesson note end?

### **Assignment**

Write a lesson note on “Culture” using the prose format.

### **Reading List**

Abimbola, I.O.(2007). Preparation of Lesson Plans.*Monograph No.1.*

Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers.* Ibadan. Board Publications Ltd. pp23-34.

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1.* Ilorin. Olives Productions Ltd. pp. 38-59.

## **Week Eleven:Planning to teach Primary School Social Studies.(2 hrs.)**

### **Topic Description**

This entails going through the social studies syllabus, scheme of work, lesson preparation using different formats.

### **Study Questions**

6. Explain what to be considered in preparing the scheme of work from the teaching syllabus.
7. How many sections should a lesson note contain?
8. List the essential things that should be contained in the preliminary section of a lesson note.
9. Enumerate the important aspects of the main body of a lesson note.
10. How should a lesson note end?

### **Assignment**

Write a lesson note on “Culture” using the prose format.

### **Reading List**

Abimbola, I.O.(2007). Preparation of Lesson Plans.*Monograph No.1.*

Adesina, S. ,Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers.* Ibadan. Board Publications Ltd. pp23-34.

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1.* Ilorin. Olives Productions Ltd. pp. 38-59.

## **Week Twelve:Planning to teach Primary School Social Studies. (2 hrs.)**

## Topic Description

This entails going through the social studies syllabus, scheme of work, lesson preparation using different formats.

## Study Questions

1. Explain what to be considered in preparing the scheme of work from the teaching syllabus.
2. How many sections should a lesson note contain?
3. List the essential things that should be contained in the preliminary section of a lesson note.
4. Enumerate the important aspects of the main body of a lesson note.
5. How should a lesson note end?

## Assignment

Write a lesson note on “Religion” using the prose format.

## Reading List

Abimbola, I.O.(2007). Preparation of Lesson Plans. *Monograph No.1*.

Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. pp23-34.

Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 38-59.

## Week Thirteen: Revision in preparation for Semester Examination (2 hrs.).

## Objective

The topic is to review the previous topics by asking and answering questions.

## Topic Description

Revision of the various topics through explanation, asking and answering of questions by either the teacher or the students. Allowing students to point out difficult topics and re-explaining.

## Study Questions

1. Define the following: social studies, social sciences.
2. Distinguish among the various views of social studies as study of man and the environment, social sciences and as citizenship education.
3. Discuss the nature of primary school social studies curriculum.
4. Social studies is a garden variety. Discuss.
5. Explain the scope of social studies.
6. Discuss the relationship between social studies and social sciences.
7. Describe the characteristics of the discussion method.

8. What are the advantages of field trip?
9. Enumerate the merits and demerits of the discussion as a strategy of teaching.
10. What is the procedure for the use of field trip?
11. What are the similarities and dissimilarities of social studies and social sciences.

### Reading List

- Adesina, S. , Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd.Pp 85-88.
- Ayet,H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*.London. Institute of Education, University of London
- Jekayinfa, A.A.(2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1134-118.
- Onwuegbu, O.I. (1971).*Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 90- 95.
- Adekeye, A. (1982). Teaching social studies in Nigerian colleges. Ile Ife: University of Ile Ife Press
- Aina, N. F. et al (2006). Social studies: A book on methodology. Ibadan: Evans Brothers Nig. Publishers Ltd.
- Dick, W. &Reister, R. A. (1982).Planning effective instruction. New Jersey: Practice
- Dubey, D. L. and Barth, J. L. (1980). Social studies methods for Nigerian Teachers. Ibadan: University Press Ltd.
- Ehman, L., Mchlinger, H., and Patric, j.(1974). Towards effective instruction in secondary social studies. Boston: Houghton Mifflin Co.
- National Primary Education Commission(1998). A training handbook for Nigerian primary school teachers: Social studies. Lagos: Ronky Printing Press.
- NTI/ Teacher Education in Sub Saharan Africa(TESSA) (2007). Social studies and art. Kaduna: NTI Press.
- Ogundele, A. (2001). A handbook of social studies for colleges, Lagos: Macmillan
- Ogunsanya, M. (1982).Introduction to methodologies of social studies. Ibadan: Evan Brothers Publishers.
- Shaver, J. P. (1967). Social studies: The need for redefinition. *Social studies Education*,31(8),1-10

### Week Thirteen: Revision in preparation for Semester Examination (2 hrs.).

#### Objective

The topic is to review the previous topics by asking and answering questions.

#### Topic Description

Revision of the various topics through explanation, asking and answering of questions by either the teacher or the students. Allowing students to point out difficult topics and re-explaining.

## Study Questions

1. Enumerate the merits and demerits of the discussion method of teaching
2. Why do you think that social studies is necessary in primary schools?
3. Discuss the importance of social studies in primary school curriculum.
4. What are the similarities and dissimilarities of social studies and social sciences?
5. Explain what to be considered in preparing the scheme of work from the teaching syllabus.
6. Discuss the nature of primary school social studies curriculum.
7. Social studies is a garden variety. Discuss.
8. How many sections should a lesson note contain?
9. List the essential things that should be contained in the preliminary section of a lesson note.
10. Enumerate the important aspects of the main body of a lesson note.
11. How should a lesson note end?

## Reading List

- Adesina, S., Daramola, S.O. and Talabi, J.K. (1997). *Teaching Practice: A guide for students and Teachers*. Ibadan. Board Publications Ltd. Pp 85-88.
- Ayet, H.O and Patel, M.M. (1981). *Instructional Methods. (General Methods)*. London. Institute of Education, University of London
- Jekayinfa, A.A. (2005). *Fundamentals of Instructional Methods 1*. Ilorin. Olives Productions Ltd. pp. 1134-118.
- Onwuegbu, O.I. (1971). *Discover Teaching*. Enugu. Fourth Dimension Publishing Co. pp 90- 95.
- Adekeye, A. (1982). *Teaching social studies in Nigerian colleges*. Ile Ife: University of Ile Ife Press
- Aina, N. F. et al (2006). *Social studies: A book on methodology*. Ibadan: Evans Brothers Nig. Publishers Ltd.
- Dick, W. & Reister, R. A. (1982). *Planning effective instruction*. New Jersey: Practice
- Dubey, D. L. and Barth, J. L. (1980). *Social studies methods for Nigerian Teachers*. Ibadan: University Press Ltd.
- Ehman, L., Mchlinger, H., and Patric, j. (1974). *Towards effective instruction in secondary social studies*. Boston: Houghton Mifflin Co.
- National Primary Education Commission (1998). *A training handbook for Nigerian primary school teachers: Social studies*. Lagos: Ronky Printing Press.
- NTI/ Teacher Education in Sub Saharan Africa (TESSA) (2007). *Social studies and art*. Kaduna: NTI Press.
- Ogundele, A. (2001). *A handbook of social studies for colleges*, Lagos: Macmillan
- Ogunsanya, M. (1982). *Introduction to methodologies of social studies*. Ibadan: Evan Brothers Publishers.
- Shaver, J. P. (1967). *Social studies: The need for redefinition*. *Social studies Education*, 31(8), 1-10