

UNIQUE NUMBER: 657883

MODULE CODE: PST103E

ASSIGNMENT NUMBER: 02

QUESTION 01

HISTORY LESSON

SUBJECT: HISTORY

TOPIC: LOCAL HISTORY

GRADE: 6

1.1 KNOWLEDGE

- To introduce and make the pupils aware of the past and see it in perspective.
- To help pupils to think holistically.
- To relate human and emotional experience neutrally, objectively and truthfully.
- To help pupils understand that all human life has great values and is meaningful and man must carve his name in an orderly community.

VALUES/ATTITUDES

- To develop empathy as a way of thinking.
- To bring history alive and make it relevant to everyday life.
- To study cause and effects, as all human behaviour is determined by causes which are ascertainable.
- To employ critical accurate analysis in the interpretation of sources- not susceptibility to propaganda but objectivity.

SKILLS

- To communicate meaningful about the learning content during discussion.
- To acquire language skills and terminology for communication and intellectual development.
- To grasp the interaction between causes and effects.
- To respect and preserve for future generations that which has its origin in the past.

1.2 LEARNERS ACTIVITIES

- Brainstorming – Learners generate ideas which teachers record them on the blackboard or overhead.
- Think-pair-sharing – Learners think about a particular question or scenario then they pair up to discuss their ideas.
- Debates – Debates allow learners to add a participatory dimension to the teachings without compromising teacher's control of the class.
- Pro and Con Grid – It helps learners develop analytical and evaluative skills.

1.3 TEACHERS ACTIVITIES

- Case study analysis – Case study depends on what you want your learners to be able to do in the subject.
- Panel discussion – Is useful when learners are asked to give class presentations or reports as a way of including the entire class in the presentation.
- Short writers – Punctuating their class with short writing assignments is a powerful way to assess the degree to which learners understand presented material.

1.4 TWO ASSESSMENT METHODS

CONTINUOUS ASSESSMENT

HOW?

- Making up a learners profile by collecting assignment marks, class tests and assignments.
- Gathering a series of marks via learning experiences and portfolio of learners work.

WHY?

- In order to assist my learners where they are struggling.
- So that I can be able to monitor my learners.

SUMMATIVE ASSESSMENT

HOW?

- Give them assignments based on the work they did during that certain term.
- Prepare written examination based on the work they were doing the whole year.

WHY?

- Giving my learners written exams it, it will confirm that they are fit enough to go to another grade/level.
- Assignments will help learners to see their mistakes and be able to correct them.

1.5 THREE MEDIAS

- MAPS – Map work in history also from an integral part of the lesson and must be closely related to the map work which the pupils do daily in the Geography class.
- FILM PICTURE – The historical past and geographical present can easily be brought into the classroom by means of an educational film picture and can be used to serve as an introduction to a lesson or as a form of revision.
- EXHIBITIONS, PRESENTATION, SAMPLES AND MODELS – Both Geography and History lend themselves to this type of visual medium which teachers may refer to these items during the course of the lesson.

1.6 WORKSHEET

- How does brainstorming help learners?
 - Learners generate new ideas and they are able to speak out different answers.
- Define continuous assessment.
 - Is the evaluation of a pupil's progress throughout a course of study as distinct from by examination.
- Does the media help teachers during the lesson?
 - Yes, teachers use media to make the lesson interesting and some learners catch up the work fast when they see a picture or video.
- Name an objective that implies knowledge in history.
 - To help pupils to think holistically.
- Does teacher's activities help learners?
 - Yes, because teachers explain more based on work they do in class and they are able to help learners where they find it difficult to solve.

QUESTION 02

	GEOGRAPHY	HISTORY
DESCRIPTIVE SKILLS	-Observation and mapping -Interviewing people	-Classification -Data collection

SOCIAL SKILLS	-Use communication -Use thinking	-To communicate meaningful about the learning content during discussion.
SCHEMATIC SKILLS	-To classify causes -To test simple hypotheses	-To grasp the interaction between causes and effects.
SKILLS IN SYNTHESIS	-To question and collect -Interpret and evaluate data	-To expand one's field of experience by making conclusion and forming new opinions.
READING AND RESEARCH SKILLS	-Verbal -Quantitative	-Intellectual development -Terminology for communication

QUESTION 03

GEOGRAPHY ATTITUDES

- To cultivate an appreciation of, and responsible attitude towards the earth and its physical resource.
- To develop an interest in understanding of and sympathetic attitude towards people of other races nationalities around the globe.
- To encourage commitment to seeking solutions of local, regional, national and international problems on the basic of the "Universal Declaration of Human Rights".

GEOGRAPHY VALUES

- To understand the significance of decision making.
- To develop a readiness to use geographic knowledge and skills in daily life.
- T develop a respect for the rights of all people to equality

QUESTION 04

4.1

- a. **Totality** – The pupil is whole and is taught in light of his total biophysical and socio-cultural environment.
- b. **Individualisation** – Each and every student individual different in background and ability must consider and catered for in the teaching situation.
- c. **Development** – Take place in different stage as a teacher I have to recognise all the stages.

- d. Motivation and Interest – Learners need to be motivated, this will also help learners to have interest and learner’s interest plays a good role in their education.
- e. Activity – Help teachers to recognise the ability, intelligence and talent of the learners.

4.2

-It helps teachers ensure that the day to day activities that go in their classrooms are providing learners with an adequate level of long term progress towards the goals outlined in their scope.