



CHALIMBANA UNIVERSITY

BACHELOR OF EDUCATION-SECONDARY

HIS 2303 HISTORY TEACHING METHODS I

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Pre- requisites: HIS 1100

BACKGROUND AND RATIONALE

This course aims at exposing students to various concepts and practical skills that are used in the teaching of history in secondary schools. It also aims at giving them practice in both the art of teaching and learning.

LEARNING OUTCOMES

By the end of the course, you will be expected to:

- a) Explain the concept of history
- b) Discuss the value of history.
- c) State the meaning and importance of syllabus, schemes of work, record of work and lesson plan.
- d) Describe steps in formulating effective schemes, record of work and lesson plan.
- e) Prepare schemes of work, lesson and record of work.
- f) Effectively employ various teaching methods in the teaching of history.
- g) Prepare good test items.
- h) State how best you can control your classroom without much disciplinary problem.

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UNIT I

CONCEPT OF HISTORY

1.0 Introduction

This unit introduces you to the concept of History. The unit also discusses the nature and scope of history. It is an Inquiry into what happened in the past, when it happened, and how it happened.

Learning outcomes

By the end of this unit, you will be expected to:

- Define history and identify the key elements embedded in the definition.
- Identify the scope of history.
- Explain the nature of History.

1.1. Defining History

History has been defined differently by different scholars. History is the analysis and interpretation of the human past enabling us to study continuity and changes that are taking place over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time. The above definitions explain History as a significant records of events of the past, a meaningful story of mankind depicting the details of what happened to man and why it happened. A working definition of History can therefore be given as the study of man and his environment in relation to past activities. Mainly it deals with the human world.

1.2 Scope of History

The scope of History is vast; it is the story of man in relation to totality of his behaviour. It starts with the past; makes present and points to the future. The scope of history means the breadth, comprehensiveness, variety and extent of learning experiences, provided by the study. History which was only limited to a local story, has during the course of century become universal history of mankind, depicting man's achievements in every field of life-political, economic, social, cultural, scientific, technological, religious and artistic etc., and at various levels-local, regional, national, and international. Events like wars, revolutions, rise and fall of empires, fortunes and misfortunes of great empire builders as well as the masses in general are all the subject matter of history. History is a comprehensive subject and includes-History of Geography, History of Art, History of Culture, History of Literature, History of Civilization, History of Religion, History of Mathematics, History of Physics, History of Chemistry, History of Education, History of Biology, History of Atom, History of

Philosophy-in fact history of any and every social, physical and natural science we are interested in. History today has become an all-embracing, comprehensive subject with almost limitless extent.

1.2. Nature of History

The nature of history has to do with the entire process of historical studies. This includes a clear definition of history, its laudable objectives, its presented facts and evidences and its sources to prove its authenticity. History, by its very nature, tells us more than just about the past; it argues for an ideology or a world view. History involves explanation and the study of the inter-connection between events. Some other social sciences or humanities subjects are differentiated from history by the way it is studied and written. The study and writing of history involve evidences from available data which can be gathered orally, written or archaeologically.

The scope of history has naturally led scholars to divide the past into manageable pieces for study. There are a variety of ways in which the past can be divided, including chronologically, culturally, and topically.

Summary

In this unit you learnt the definition, nature and scope of history.

Activity

1. Having gone through this unit, briefly write the on;
 - a) The scope of history.
 - b) The concept of history.
 - c) The nature of history.

UNIT TWO

THE TEACHING AND LEARNING OF HISTORY IN SCHOOLS

2.1. Introduction

In this unit, you will learn the aims and the rationale of teaching and learning history.

Learning outcomes

By the end of this unit, you will be expected to:

- State the aims of teaching and learning History.
- Explain the skills that would be imparted in pupils through the learning of history.
- Explain the importance of teaching and learning History.

2.2. General Aims of Teaching History

- History helps to promote self-understanding. Everyone has a heritage which is uniquely his, a combination of racial, national, family and individual traditions which are woven into his very being. Without enquiry into these historical factors, man will remain a stranger to himself. Similarly in the absence of historical study, groups and persons will fail to comprehend their own identity. Being a key subject, history provides useful information necessary for understanding the common allusions in daily reading-names, places, dates and events. Thus the knowledge of history is a part of the self-awareness and realization of our environment.
- History also gives pupils proper understanding of the concept of time, space and society. It reveals the relationship of the present with the past, the local with the distant and personal and national life with the lives and the cultures of men and women in other countries, in time and space. History is a link uniting each of us as an individual with a whole greater than ourselves.
- History provides the youths the standards of reference against which they can measure the values and achievements of their own age. This enables them to have an enlightened awareness of the problems of modern communities.
- History teaches tolerance- tolerance with different faiths, different loyalties, different cultures, different ideas and ideals.
- History also helps pupils to develop right attitudes. Development of right attitudes is based on an appreciation of things which are worth-while in life. Attitudes depend upon intellectual and emotional factors. The teacher has to help his pupils in building

up the right attitudes, hence the teaching of history in schools. But before being able to develop desirable attitudes among his pupils by his own example, he himself must exhibit self-control, patient, sympathy and self-respect.

- In addition history helps pupils to foster national feelings. An important objective of teaching history is the emotional and national integration of Zambian people. Emotional integration is a feeling of oneness among the people of different cultures, religions, castes and languages. It is the sharing of certain common objectives, ideals and purposes and giving them high place over smaller and sectional loyalties. History can play a very important role in realizing this aim.
- Teaching history helps pupils to handle controversial questions in a spirit that searches for truth-insists on free discussion and permits compromise. It can expose the pupils to a vast knowledge which will enable them to tackle controversial issues objectively.
- Teaching History helps inculcate moral principles in the pupils. History teacher is in an excellent position to inculcate moral values in pupils' mind. Life stories of great saints, heroes and reformers, like Mahatma Gandhi, etc. encourage pupils to be truthful, courageous, just and selfless.

2.3. Aims of Teaching History in Secondary Schools

The intellectual maturity of pupils at this stage reaches almost adult standards. The main focus at this level is on the stages in the growth of human civilizations and the evolution of social systems and on cultural and scientific development.

The main aims of teaching history at this stage are:

- The teaching of history will promote an understanding of the process of change. History is the only subject that can unfold the process of change and development through which human societies have evolved to their present stage of development.
- Another aim of teaching history in secondary schools is to help pupils acquire knowledge of significant world events. Through the learning of history pupils get the knowledge of happenings inside and outside the life of the nation which are significant to the life of the world as a social group or significant to some happening in the life of the nation, such as French revolution, the Industrial revolution, the Arab Spring and many more.

- Teaching history will help pupils to develop an appreciation of the contributions made by various cultures. The cultures of different countries have contributed in one way or the other to the total heritage of mankind. History can bring this to the knowledge of the pupils and that is to be understood and appreciated.
- Appreciate cultural variations; contributions made by various countries, interdependence of nations and peoples and the need for settling disputes among nations in a peaceful manner through world organizations like the U.N.O.

2.4. Skills to Develop among Pupils

- History offers students the skills of critical thinking, reasoning and analysis of issues and development in all ramifications. It is only through historical reflections that one develops a particular view of the world and it allows one to appreciate his / her own views and the views of others that may seem different.
- The study of history does not only broaden students' knowledge and appreciations of the world, but offers the basis of constructive interaction and objectivity in analysing issues. Knowing your history alongside developing your character brings your personality into alignment with yourself. This way, you become more confident in expressing your own views and ideas and you become more receptive to learning from others. By cultivating the healthy habit of constant reflection, one is less likely to repeat past errors.
- The study of history builds experience in dealing with and assessing various kinds of evidence used in shaping the past. Learning how to combine different kinds of evidence public statements, private records, numerical data, and visual materials develops the ability to make coherent arguments based on a variety of data. This skill can also be applied to information encountered in everyday life.

2.5. Importance of Teaching and Learning History.

The importance of teaching and learning of history cannot be over-emphasized.

- History as a discipline offers the avenue for understanding the very nature of the society, its values and problems. This is as a result of the fact that societies are not static, but dynamic.
- History offers a storehouse of information about how people and societies behave. Understanding the operations of people and societies is difficult, though a number of

disciplines make the attempt. Major aspects of a society's operation, like mass elections, missionary activities, or military alliances, cannot be set up as precise experiments. Consequently, history must serve, however imperfectly, as our laboratory, and data from the past must serve as our most vital evidence in the unavoidable quest to figure out why our complex species behaves as it does in societal settings. This, fundamentally, is why we cannot stay away from history: it offers the only extensive evidential base for the contemplation and analysis of how societies function, and people need to have some sense of how societies function simply to run their own lives.

- History is quite fruitful for mental training. It trains the mental faculties such as critical thinking, memory and imagination. It quickens and deepens understanding, gives an insight into the working of social, political, economic, and religious problems.
- History is a wonderful treasure-house of information and can offer guidance for the solution to all human problems pertaining to science and art, language and literature, social and political life, philosophical speculation and economic development. History shows us the roots without uprooting the tree. History is a path finder of man's future.
- History makes us able to understand our present culture. It expounds the culture of the present time by describing the past. It explains the origin of existing state of things, our customs, our usages, our institutions. It enables us to understand that the transformations in human history were brought about by change of habits and of innovation. One of the main motives of history teaching has been to convey to the pupils the rich heritage of the mankind. It develops an understanding of the different forces which have shaped the destiny of man and paved the way for his development in society.
- History renders an effective service in imbibing the young minds with a sense of patriotism. It is through history alone that a Zambian child comes to know of the various deeds performed by such patriots as Simon Mwansa Kapwepwe, Mainza Chona, Kenneth Kaunda, Mama Julia Chikamoneka, Nalumino Mundia, Simon Kalulu, Elijah Mudenda and many more. By reading their great lives and deeds, the child can easily be inspired to emulate them. A proper teaching of history can prepare the way for sober nationalism.

- History shows the dependence and interdependence of nations which is the root of internationalism. The domain of history is very extensive and wide. Through a survey of world history, the young pupils will come to realize that although different peoples had and still have different customs, habits, laws, and institutions; they have been striving towards the same end. The realization of essential unity of human race is the first step towards fostering universal understanding based on the virtues of tolerance, kindness, love, sympathy, and goodwill.
- History has unique value and importance because it is the only school subject which is directly and entirely concerned with the behaviour and action of human beings. The imagination of the children is developed through the teaching of history. It is logical to treat history as a temporal canvas against which the facts learned in other subjects can be arranged. History is a veritable mine of stories-stories can illustrate even subject of curriculum- the only condition is that the teacher should know enough stories and should know how to narrate them.
- A large number of intellectual values accrue from the teaching of history. It sharpens memory, develops the power of reasoning, judgement and imagination. It cultivates the qualities of reading, analysing, criticizing, and arriving at conclusions. In historical writings our past is alive and treasured in the form of chronicles, biographies, stories and other forms of literary tradition. Once the pupils' curiosity is aroused and interest awakened, he can easily browse the vast pastures of historical knowledge.
- History is important in the curriculum because it helps in the teaching of morality. Through it a child comes close to the valuable thoughts of saints, reformers, leaders, important persons and sages. The children get inspired by the life stories of these great leaders. There are other arguments that go against this notion that history gives ethical teaching.

Summary

In this unit, you have learnt the concept of History and also the importance attached to the teaching and learning of history as a discipline.

Activity

1. Discuss the justification of teaching History in secondary schools?

2. Reflect on the skills that would be imparted in pupils with the learning of history.

UNIT THREE

METHODS AND STRATEGIES OF TEACHING IN HISTORY

3.0. Introduction

In the previous unit, you learnt the importance attached to the teaching and learning of history as a discipline. This unit will focus on the methods and strategies used to teach history.

Learning outcomes

By the end of this unit you are expected to:

- Define a method and a strategy.
- Use a variety of teaching methods in the teaching of history

3.1 What is a teaching method?

The term **teaching method** refers to the general principles, pedagogy and management strategies used for classroom instruction. It is an approach which a teacher adopts to impart a subject matter to a group of learners.

3.2 What is a teaching strategy?

Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. Strategies act as a stimulus to learning. In any teaching activity, a teacher has to use several strategies within a teaching period to make his classroom lively.

It is important for any teacher to consider certain factors or principles before selecting any teaching method or strategy. This is usually done for a teacher to achieve ultimate success.

The following must be considered when selecting a method/strategy.

- Suitability of method to the learner and the topic.
- The interest of the learners must be considered.
- Teacher's mastery or technical-know-how of the method/strategy to be adopted.
- Both the chronological and mental age of the learners must be considered.
- The period of the lesson must be taken into consideration in selecting any method/strategy.
- Pupils' individual differences in the class.

The current practices and theories are based on the child-centred approach. Modern research has proved that the success of a lesson depends on the teaching strategies applied during the lesson process. In selecting the methods the teacher should consider the pupil's varied abilities, interests and levels of learning. The methods chosen should encourage maximum participation of learners. The following are some of the effective methods of teaching history:

3.3.1. Debate

Debate is a form of discussion whereby a few students present and contest varying points of view with regard to an issue. It is a method which requires pupils to prepare arguments for two opposing views on an issue. For example, pupils could take different positions and debate an issue: "corporal punishment should be reintroduced in schools". The purpose of applying the debate method is:

- To help pupils to develop the skills and ability to argue and form an opinion.

Advantages of Debate

- Allows pupils to look at both sides of an issue.
- Improve pupils' communication and expression skills in a public setting.
- Enhance techniques of searching information in pupils.
- Improve skills for gathering, evaluating and synthesizing data from various sources in order to develop arguments.
- Foster appreciation of opposing viewpoints.
- Enhance debating/arguing techniques against opposing opinions.
- Allow more interactive exchange among students and teachers.

Disadvantages of Debate

- Pupils may not be familiar with debates as an assessment method.
- Debates are time-consuming (for example, time for research and preparation, time for presentation of each group)
- Pupils who do not like public speaking would be less motivated in participating.

3.3.2. Brain Storming

It can be used at the beginning of a problem -solving situation. The method arouses thinking skills that lead to a variety of solutions to the problem.

Advantages of Brainstorming

- Actively involves learners in higher levels of thinking.
- Promotes peer learning and creates synergy.
- Promotes critical thinking.
- Helps groups reach consensus.

Disadvantages of Brainstorming

- It requires time to prepare.
- Generate ideas without making judgments.
- May not be an effective method with large groups.

3.3.3. Field Trips

It is one of the effective methods of teaching history. Field trips expose pupils to real situations in the environment. During a field trip, pupils can observe and record data. They can utilise their sensory organs such as their eyes, hands, ears, mouths and noses. The learners can draw, interpret, compare and contrast, analyse, synthesis and evaluate.

The objective of the visit should be well spelt out and the pupils should be sensitised about the trip. Distance or proximity to the school should be considered. The question of the availability of resources should be taken into account. Permission to take children on a field trip should be obtained from parents as well as relevant education authorities.

The field method is more effective if the pupils are classified into groups with specific roles. If the visit to a processing industry, there should be a guide to explain how the factory operates and where the finished goods are marketed.

Back in class, the teacher should ask the pupils to give verbal or written reports on their findings. Summary reports should be pinned on the classroom notice board or the finished articles should be bound into a booklet which can be stored in the school library for pupils to read.

Advantage

- It stimulates learners' interest to learn.
- It makes learning real.
- It is an enjoyable method to the learners.
- It makes learners have a connection with what they learn in class and the environment.

Disadvantages

- It is time consuming to organise.
- It can be an expensive method.

3.3.4. The Project Method

In the project Method all the pupils are able to participate. The strategy can take the form of group or individual work. All the tasks given should be related to the topic or theme. Project work can involve drawing and modelling or information gathering from documents, text books and libraries.

Advantages of Project Method

- Learners enhance research skills as they search for information concerning the project.
- Learners' sense of collective responsibility is ensured.
- Children learn to plan and cooperate with one another when working together, better than when working individually.
- Learners come more in contact with real-life situations and problems through project work than they would work in classrooms alone.
- This method helps learners to use their experience, initiative, creativity especially in thought-provoking activity.

Disadvantages of Project Method

- Some topics on the planned scheme of work may become neglected as a result of over concentration on particular project topics.
- It is a time consuming method.
- There is no assurance that all the learners in the group project will participate.

3.3.5. Role Play

This is sometimes referred to as dramatization. Learners take on the role of another person or character to see what it would be like to be that person or character. It can be used to introduce a summarised lesson. It is popular with children because it involves almost everyone in the class. It captivates the interests of almost everyone. In History, learners can act the role of many characters of honour in the past that assisted in one way or the other to bring about wars or development. For example, the role of Shaka in the development of Mfecane in Southern Africa.

Advantages of Role Play Method

- The method is practical and child-centred.
- It makes recall easy and learning more meaningful and permanent.
- Active participation of all members of the class is encouraged.
- Learners' power of imagination is developed. This may shape their character since some of the learners would want to imitate the lives of the role model they have represented.
- It helps to foster future career in pupils.

Disadvantages of Role Play Method

- If the teacher is not careful, the drama may take much time at the expense of other lesson periods.
- If not properly organized, it may degenerate to rowdiness and noisy environment.
- Learners may be easily carried away by the enjoyment of dramatization and consequently, forget the purpose of the lesson.

3.3.6. Discussion

Discussion is one of the most common teaching methods. Discussion is an effective method of teaching Social Science subjects like history. The method involves pupils expressing themselves. The teacher guides the discussion. This method has the advantage of promoting pupil's ability to discuss issues openly as well as to enable pupil-teacher interaction. It is a teacher-directed method of question and answer.

Pupils are able to participate by discussing matters openly. This is mostly done through small groups.

Advantages of Discussion Method

Some of the advantages of discussion method are listed below:

- Builds confidence on the learners as points raised are their views only guided by the teacher.
- Learning becomes more permanent and lasting.
- Leadership qualities are identified in some learners.
- The slow learners are always carried along by the fast learners.
- A lot is discussed within a teaching period.

Disadvantages of Discussion Method

- Where it is not properly organized, it could lead to noisy environment.
- It may lead to domineering attitude by the most intelligent learners if not properly controlled.
- Some lazy learners may hide under the umbrella of discussion to play away their time.

3.3.7. The Demonstration Method

This method is a demonstration of doing and showing. The method applies sight and touch rather than hearing as the major means of communication. This method combines telling, showing and doing for the benefit of the students. This method is essential in arriving at fundamental skills and practice in a very short time. It is the basic method for introducing new skills to students and for developing understanding. It is also basic in getting students accept new and better ways of doing something. The demonstration is always done by the teacher while the students watch. At the same time the teacher does the explanation. In many subjects, the demonstration method appears to be the only possible means of achieving the objectives of learning by doing.

Principles of Demonstration Method

When the need to use demonstration method arises, you should pay attention to the following;

- Stimulate the learners to enable them see the need for demonstration. This will arouse their interest and enable them participate actively.

- Have your working materials ready and in good condition. This will ensure a smooth and uninterrupted demonstration.
- Arrange the learners properly. The physical environment must be comfortable. The teacher should stand in a position where every member of the class can see and hear every explanation.
- Provide every necessary information and theory before beginning the demonstration. You should explain exactly what you are about to demonstrate and relate same to the pupils' previous knowledge.
- Follow the procedures sequentially and slowly to ensure understanding.
- Follow up with an application activity.

Advantages of Demonstration Method

The following merits can be derived in a demonstration method:

- Active participation of the learners in the learning process is ensured.
- There is no monopoly on the part of the teacher.
- Learners are fast to grasp the meaning of the concept taught since most of their senses are appealed to. They can hear, see, touch, and even smell.

Disadvantages of Demonstration Method

- It is not suitable where the class size is too large.
- It is very expensive as it involves a lot of teaching materials.

3.3.8. Lecture Method

This method is also called one-way-oral communication method. About, 90% or more of the time is spent by the teacher talking. The teacher presents information, ideas, facts and knowledge probably collected from books and other sources on the topic while students listen and take notes simultaneously. This method is often used for teaching large classes.

Advantages of Lecture Method

- There are some benefits to be derived when lecture method is used in teaching history. These advantages are:
- The use of lecture method will enable the teacher to cover a lot of content within a short time.
- Lecture method saves time and energy in that a single teacher can lecture as many as 1,000 pupils assembled in a large hall.

- The teacher spends little or nothing on teaching materials and other equipment.
- It also provides extra information to the pupils where teacher resources are scarce.

Disadvantages of Lecture Method

- Lecture method does not cater for individual differences among students because of being teacher-centered.
- Lecture method allows little or no room for learners' active participation.
- In lecture method learner-teacher interaction in the lesson, a process that is fundamental to a meaningful teaching and learning is absent.
- In lecture method only one of the senses of the learner can be utilized that is listening. This makes it difficult for the average pupil to remember what was learned.

3.3.9. Note Making

Apart from being a skill, note making is used as one of the models or methods in teaching history in secondary schools. Stages in note making are necessary.

- Select a suitable passage or relevant one.
- Give pupils enough time to study it. Ensure that pupils are doing the right thing at the right time.
- Ask pupils to select the suitable title for the passage.
- Ask pupils to select the right sub-heading for the successive passages. Under each of these sub-headings write points systematically and meaningfully.

Advantages of Note Making

- It equips pupils with material required for examinations.
- It equips the pupils with skill to record material easily.
- Concisely written notes are very easy to read and understand.
- Prepares pupils for further training, e.g. colleges, universities.

Disadvantages of Note Making

- Avoid dictating notes to pupils.
- Avoid pupils from taking notes from textbooks because of the risk to copy irrelevant materials.
- Avoid writing (giving) lengthy notes because they bore pupils.

- Do not emphasise much on filling in the blanks. This also brings boredom.

3.3.10. Question and Answer

The word Question is derived from the word “Quest”. It means to search for, seek, ask, or trying to find out something especially a solution. Questioning should also be seen as a skill which plays an important role in all effective methods of teaching.

Reasons for asking questions as follow up

- To encourage thought, understanding of ideals, phenomena, procedures and values.
- To check understanding, knowledge and skills.
- To gain attention to task, enable teacher to move towards teaching points, as a warm up, activity for pupils.
- To review, revise, recall, reinforce recently learnt point, remind of earlier procedures.
- For management, settling down, to direct attention to teacher or text, to warm of precautions.
- Specifically to teach whole classes through pupils answers.

Categories of classroom questions

(i) **Routine**

These are questions of routine nature in which the teacher tries to find out whether the pupils are ready or prepared for classroom learning. For example:

- (a) Can you all see the map showing the location of the Bemba Kingdom?
- (b) John, can you see the picture of David Livingstone?

(ii) **Comprehension Questions (translation)**

The teacher asks pupils to put what they have seen, learnt or read in other words without changing the meaning. These questions are made to find whether the pupils:

- (a) Understand something.
- (b) Recall what they learnt.

For example, what was our topic in the previous lesson?

When did Zambia attain independence?

Caution: Comprehension questions should be used only when pupils have prior knowledge about something they have learnt about before.

(iii) Application Questions (Interpretation)

These are questions in which pupils are asked to compare or relate the evidence or information given with their outside knowledge in order to detect its social, political or economic significance. In these types of questions pupils may use imagination in order to create a concrete picture. For example,

- (a) What is the historical importance of this picture?
- (b) What was the significance of the 1935 African Mine Workers strike?
- (c) How does the shortage of population increase relate to the Luba-Lunda Migrations 17th Century?

(iv) Analysis Questions (Extrapolation)

These are questions which ask pupils to draw conclusions from the evidence or information given. They also ask pupils to draw hypothesis (theory, idea, assertion or an argument) and also make inferences (opinions) from the facts given. For example:

- (a) What conclusions can you draw from this picture or map?
- (b) In what way could Zambia have benefited if colonialism had continued?
- (c) What might have been the intentions of the UNIP government to introduce the One Party State in 1973?
- (d) What other problems could have risen as a result of the strike by the workers?

(v) Synthesis or Invention Questions

These are questions which ask pupils to put themselves in someone's position and then use imagination to think about the answers. Normally answers here are not classified as 'right' or 'wrong' but possible or impossible responses. For example:

- (a) What would you do to eradicate poverty in Zambia if you were the president?

(vi) Evaluation Questions

These are the type of questions in which people are asked to make value judgement of the whole lesson. They also call for opinion where there are right or wrong answers. For example:

- (a) Do you think the mines could have acquired labour if the B.S.A. Company did not use force to recruit labour?
- (b) Do you think the president Chiluba was right to sell houses to sitting tenants?
- (c) Would it be of any help if the reconstruction centres were turned into centres for unemployed adults rather than young school leavers?

Advantages of Question and Answer Method

- It helps to evaluate learners progress.
- It helps to capture pupils' attention.
- It promotes pupils participation.
- It can be used to control discipline in class.

Disadvantages of Question and Answer Method

- It is difficult to set well balanced questions.
- If not properly used question and answer method can be damaging to slow learners.

3.3.11 Story-Telling

This method involves narration which aims at presenting to the learners a story in a clear speech, interesting and orderly of events. The story presented should live in the mind of learners. The story should reconstruct the happenings and awaken imaginations among learners. The teacher in this method should be an actor and speaker who should make the lesson live and interesting to the learners. Through the teacher's presentation of the story, learners should be able to visualise the events and the personalities in the story. The story presented should be related to the age group and ensure that it is woven with attractive, descriptive details to arouse the interest of learners as well as increase imaginative understanding and enjoyment.

Types of Stories used to teach History

- True stories- these render a valuable service in efficient teaching of history.
- Myth- these are stories narrated about things or event people could not fully comprehend. Eg. Story about evolution.

- The legends- These are old stories based on something that actually happened. They do not require a historian to preserve them. Legends have an intrinsic ability to survive through people.

Merits

- Enhance interest because it brings out all the aspects such as cultural, social economic of pre-history and medieval societies.
- Develops imagination among learners as it take them away from the matter of fact world to offer ample scope for the play of their imagination.
- Trains learner to be creature
- The method inculcate among learners virtue where character is built such as piety, truthfulness, valour, charity.
- Contributes to the development of learners' character and personalities.

Revision Questions

1. Differentiate between method and strategy.
2. Give examples of topics in the Senior Secondary School syllabus that can be taught using the following methods:
 - (a) Debate
 - (b) Field Trip
 - (c) Role Playing
 - (d) Discussion
3. How would you effectively use lecture method in teaching History?

Summary

In this unit you learnt the definitions of method and strategy and the various methods that can be used to History effectively.

UNIT FOUR

TEACHING AND LEARNING AIDS

4.0 Introduction

Teaching and learning aids are an integral component in any classroom. The many benefits of teaching and learning aids include helping learners improve reading, comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also engage students' other senses since there are no limits in what aids can be utilized when supplementing a lesson. This unit discusses the types of teaching aids and their importance.

Learning outcomes

By the end of this unit, you are expected to:

- Define teaching and learning aids.
- Discuss the place of teaching aids.
- Name the types of teaching and learning aids and how they can be used effectively

4.1. Defining Teaching and Learning Aids

These are the resources or materials used to facilitate teaching and learning inside and outside the classroom. These may include maps, charts, pictures and artifacts. Teaching and learning aids are devices which present units of knowledge through auditory or visual stimuli or both with a view to help learning. They concretise the knowledge to be presented and thus help in making a learning experience appear as real, living and vital. They supplement the work of the teacher and help in the study of text books.

4.2. The place of Teaching and Learning Aids

The teacher of history is under pressure to make relevant what took place many years ago. He/she has to reconstruct a past which is shrouded in obscurity. Mere verbal descriptions cannot make history come alive, vivid and relevant to the lives of the learners who are either present-oriented or future oriented. A variety of teaching aids -

-pictures, maps, films filmstrips, models, charts and graphs can be drawn into the course and reinforce the teaching of history in many ways as follows:

- (1) ***Help pupils to experience historical knowledge directly.*** For example, we may not be able to witness now the route taken by the Ngoni during their migration from South Africa, but we may see a map depicting the same. This is not time consuming. Also it is a better source of knowledge than the verbal description of the route.
- (2) ***Supplement the Spoken Word.*** History teaching inevitably deals with words which go beyond the experience of pupils. Use a vocabulary of politics, economics and the arts; talk of places not only in the immediate vicinity but in different corners of the world; mention people not only of the immediate locality and of different times. To make all this realistic and vivid before the pupils, mere chalking and talking will not help. The teacher must take the help of the audio-visual aids to supplement and explain the spoken word.
- (3) ***Make History real, vivid, vital, interesting and life-like.*** History is a subject which has gone into disrepute because of its dead uniformity, frozen and fixed account of facts. There is an agent necessity of uplifting the teaching of history. The use of audio-visual aids adds zest, interest and vitality to any learning situations and makes history a living subject.
- (4) ***Help in developing a sense of time and places.*** The use of time charts can help indicate how long ago the Industrial Revolution took place. Similarly, use of a map will show the location of the Nakambla Sugar Plantation in Mazabuka and the Sugar Refinery in Ndola, how this distance used to affect the production of sugar.
- (5) ***Helping the teacher in developing his subject-matter.*** For example, may show pictures of Zambia agriculture, metal workers at work and develop a lesson regarding occupations of the people by suitable questions.
- (6) ***Supplement the material of the textbook.*** The audio and visual experience provided by these aids help in understanding of the text. History rises above the history text book.
- (7) ***Help making learning permanent.*** They history is a subject one forgets quickly. Through the utilization of more than one sensory channel, the teacher of history can help to clarify, establish and correlate concepts, interpretations and

appreciations. Thus, this will enable students to learn faster, remember longer, gain more accurate information and thus reinforce learning.

(8) **Add joy and interest to learning.** Aids offer varied types of experiences from direct, purposeful experiences to contrived experiences, dramatised experiences to demonstrations, field-trips, motion picture, visual pictures, visual and verbal symbols. They thus provide the student with a welcome 'break'. Students pay better attention in a class if they write, look, listen and read as they think. The aids add joy and interest.

4.3. Types of Teaching and Learning Aids

There are basically three types of teaching and learning aids: Visual aids, Audio aids and Audio-Visual aids.

4.3.1. Chalk-Board as Visual Aid

The chalk-board is one of the most valuable visual aid. When it is used properly, it can set standards in neatness, accuracy and speed. An illustration drawn on the chalk-board during a lesson can restore the attention of the class. Most vague statements can be made clear by using the chalk-board for sketches, outlines, diagrams, directions and summaries. The chalk-board used as the occasion demands, throughout the lesson, enables children to see what they have heard. They can connect the aural and the visual sensations. This connection to a great extent helps in learning.

Advantages of chalkboard:

- Chalk requires no special care.
- Chalk is an order of magnitude cheaper than whiteboard markers for a comparable amount of writing.
- It is easier to draw lines of different weights and thicknesses with chalk.
- Chalk has a mild smell.
- Chalk writing often provides better contrast than whiteboard markers.
- Chalk can be easily erased.
- Chalk can be easily removed from most clothing.

Disadvantages of chalkboard

- Materials put on the board cannot be saved or made permanent
- Being fixed, chalkboards can put restrictions on the use of classroom space and classroom activities as learners need to be placed where they can see the board.
- Can bother some educators and students with allergies.

Important points in using the chalk-board: The following points will aid in the effective use of the chalk-board as a visual aid:

- (i) Keep the chalk-board clean. A clean board eliminates needless distractions and makes writing on it easily read from all parts of the classroom.
- (ii) Write straight rows starting at the left corner.
- (iii) Make your letters and drawings large enough to be seen from all parts of the classroom. Cramping your letters or diagrams cramps teaching.
- (iv) Do not cover up the material on the chalk-board by standing in front of it. Use a pointer.
- (v) Talk facing the class. Talking to the students with your back to the class will make you lose your audience.
- (vi) Plan ahead what you will write on the chalk-board or draw a map beforehand or by constant reference to a book, as these may give the impression that map drawing is a difficult task.
- (vii) Get together everything you need for the chalk-board before the class begins – chalk, rulers, T-square, compass, protractor or any other device which may help you draw. Use coloured chalk for clarity, emphasis and contrast.
- (viii) Make sure that the chalk-board is not high above the eye-level of the children. The lower level should be skipped over. Make sure that it is well lighted by natural or artificial means.
- (ix) Occasionally, a dramatic visual presentation can be made by preparing the entire chalk-board in advance and covering it up with strips of paper which will be removed one by one as the demonstration proceeds.
- (x) Put complex matter on the chalk-board before the class meets. Do not waste time by drawing figures after the opening bell.

- (xi) Give a good shape to what you write. Shabbily phrased outlines or topics handicap both learner and teacher. Chalk-board exposition should be organised in simple, manageable, easily worded units.
- (xii) Use your pupils as assistants. Pupils will enjoy making some of the drawings and outlines; they will learn from doing. The common concentration of teachers and pupils can turn the writing board quietly and potent unifying force.

4.3.2 Graphs as Visual aids

Graphs are flat pictures which employ lines, dots or pictures to visualize numerical or statistical data to show statistics or relationships. They are made according to exact specifications and depict specifically quantitative data for analysis, interpretation or comparison.

Graphs are effective tools for making comparisons and contrasts. The use of visual imageries for abstract ideas helps classification and remembrance.

Kinds of Graphs

- (i) **Line Graph**-The line graph is used when there are a considerable number of data to be plotted or when the data are continuous. The concepts are represented with the help of simple lines, vertically or horizontally drawn. Variations of the line graph include the high, low and shaded line graph. Pictorial illustrations and cartoons are occasionally used on line graphs to increase the interest and readability. A shaded line graph attracts more than a solid line graph because it provides contrast.
- (ii) **Bar graph**-Here inter-related statistical information is presented by means of bars vertically or horizontally made.
- (iii) **Pictorial graph**-Pictorial graph is an outstanding method of graphic representation. Pictures are used for the expression of ideas. They are thus more attractive and are easily understood. In a pictorial graph, a complete story is told with pictures. The number or size of the pictures conveys the proportionate amount. It is not as exact as other types of graphs, because there is a certain amount of estimation and quantity. Children like them, and they are useful with adults. Graphs being symbolic and abstract in character are best used in the body and summary of a lesson after the pupil has acquired a background of information from other sources. They are by nature a summarising device. They are best used as such.

- (iv) **Circle graphs**-The circle graph is a circle the sections of which are used to represent component parts of a whole. Two characteristics are common to all circle graphs – they always present totals or whole accounts, and their parts or segments are calculated in percentages or fractional parts of a whole.

4.3.2. Charts as Visual aids

Charts may be defined as combinations of graphic and pictorial media designed for the orderly and logical visualizing of relationship between key facts and ideas. The main function of the charts is always to show relationships, relative amounts, developments, processes and organization.

Types of Charts

Most commonly used charts in history are the following:

- (i) **Genealogy charts** are used to represent the growth and development of an empire or dynasty. Taking an analogy from the tree, the origin is a single line, rectangle, circle or other representations of the trunk and the various changes or developments are shown as the branches. Such charts have been traditionally used in history to represent blood relationships between the members of the same line with the help of visual symbols.
- (ii) **Flow charts** are used to show sequence and the functional relationship as the organization of city administration, the relationship between the speculative, judicial and legislative departments or the relationship of different rulers, United Nations structures etc. This is done when there is continuity and a chain of historical events and sequence. In this chart, lines, rectangles, circles or other graphic representation are connected by lines showing the directional flow of the organization. While designing a flow chart, care must be taken to preserve a sense of order and sequence.
- (iii) **Chronology chart** provide chronological framework within which events and developments may be recorded. They develop a time sense among the pupils, helping them to comprehend and visualize the pageant of time and its relationship. The relation between the different aspects, for example, political developments, cultural achievements, religious changes, foreign relations, etc, can be most easily shown in a chronology chart. The preparation of a chronology chart can be a class activity, a group activity

or an individual piece of work. It can be planned to last one year, three years or even through the five years of a secondary school.

In constructing a chronology charts, the following hints can prove useful:

- (a) Important dates should be inserted.
 - (b) They should represent only space relations.
 - (c) The scale used should be accurate and uniform.
 - (d) They should be beautifully built so as to capture the imagination and the attention of the pupils and have a picturesque effect. Different types of symbols might be used in order to distinguish the various features.
- (iv) **Tabulation chart** – Here the historical data is presented in a tabular form. The data is analysed under several heads and subheads. Themes such as the struggle for independence in Zambia be analysed under the heads – name of event, year in which the event took place, the parties involved and the results and significance etc.

4.3.3. Maps as Visual aids

One of the most valuable documents for the pupils of history is the map. As stated earlier place and time are two most important concepts in history; every historical event occurs at a definite place and at a fixed time; devoid of the sense of place and time, history becomes fiction. Map is the universally accepted symbol for the presentation of space concept. It indicates relationships in space, distance and direction.

Historical events occur in a place, and locating the place means concretising a historical happening. The place of occurrence has always some influence over the course of happening; hence it is very apt to say that there can be very few lessons in history without reference to a map. The expansion of empires, the location of important historical cities, the movement of peoples, the varied influences of geographical factors on historical events cannot be adequately explained without maps. The map will highlight the strategic position of the Middle East. There is the Arab-Israel conflict and the tension among power blocs – because of the oil-fields and their importance in the world economy. Most of the time historical happenings have geographical causes. The history of a country is greatly influenced by geographical features. Thus a map is at most indispensable in most history lessons. Whatever the teacher needs to illustrate, the content of history

relating to topics in which history and geography interact, for example, exploration, discovery, colonisation, extent of empire, military strategy, route of travels, war scenes, the maps are the best form of visual aid to be used.

Types of maps

Different types of maps can be used to make history interesting:

- (a) ***Relief Maps:*** They may be considered as a model of the geographical features of a place. They should be used where geographical features have a direct influence on the course of historical events. The use of the mountain by the Basotho to defend themselves during the Mfecane.
- (b) ***Flat Maps:*** Flat maps of different kinds, for instance, political, physical, population, economic, rainfall, temperature, soil and vegetation, roads and the likes can be very helpful. All such types of maps can be used sometime or the other. The most popular out of these maps, which are used in history, are *political maps* as maps showing empires in Zambia and Africa. Flat maps may also be used for showing campaigns, treaties, boundaries, routes of armies, routes of travels etc.
- (c) ***Pictorial Maps:*** In such type maps, pictures, dots or other symbols or drawing are used to show location of important data or relationships. A pictorial map need not be statistical. For example, pupils may be asked to stick pictures of monuments on it to get a general pictorial idea from it.

Rules to be followed when making a map

When drawing maps there are certain hints to follow;

- (i) The map should be reasonably large with labels big enough to be read easily from the back of the class room. Mind the size of the map.
- (ii) The map should contain historical information but should not be congested.
- (iii) The edges or lines of the map should be thick enough preferably drawn with makers.
- (iv) Different information should be clearly distinct e.g. blue for rivers, black or red for boundaries, use green for races or ethnic groups, trade routes use black. Colours should be bright and eye catching.
- (v) The map should only contain only relevant information.
- (vi) A key should be indicated at the bottom of the map.

- (vii) The map should show a relevant title at the top which must be written in capital letters.
- (viii) Map should have a line around the edge so that rivers do not trail in the space.

The type of map exercises

- (i) Exercise of obtaining information from the map. This exercise is most applicable during the lesson. The teacher should therefore, ask questions based on the map that should guide the pupils to get information from it.
- (ii) Putting information on the map. This is like the fill in the blanks type of exercise. This is often used in the tests as well as examinations. Pupils in this case translate the map using their historical and geographical knowledge.
- (iii) Guided map reading. Here the teacher guides pupils to read and interpret the map using. Maps can be used for class study and also for group study.

4.3.4. Pictures as Visual aids

Children by their very nature are picture minded. This love of pictures can be capitalized to add zest, interest and vitality to the teaching of history.

Pictures they say concretise history – they help children to understand that history is concerned with real things, real places and real persons. They are representations of beautiful dreams of reality or at least beautiful dreams. “If history is to be made interesting particularly for lower classes, the proper materials for teaching are dramatic scenes and heroic characters.” Abstract generalisations are always cumbersome. Pictures will simplify the abstractions and help create and maintain interest.

Types of Pictures

- (a) ***Picture – post cards:*** Picture post cards showing historical sites and buildings, museums and monuments, art galleries and courts are useful.
- (b) ***Picture made on charts or pasted on charts:*** These can prove very useful for teaching. Pictures of great reformers, personages, kings, battlefields, scenes, from the courts, architecture, costumes, armours, life in primitive times and afterwards, development of means of transport, development of war weapons, development postal system are very useful in teaching history.

- (c) ***Textbook and reference pictures:*** They help supplement the reading material in history.
- (d) ***Picture-assembly:*** This is another useful device for making history interesting and effective. It has been said that a single picture cannot present a historical topic; a number of pictures can be assembled together to present it.
- (e) ***Picture-diagram:*** This is another device used to present concepts in history in visual form, particularly with senior pupils. Here, pictures, instead of words, are used to present abstract concepts, whereas in picture-assembly types of presentation, concrete objects or actual happenings are presented in *picture-symbols*, the objects drawn or painted are mere symbols, they represent other ideas that are apparently presented by the pictures. The ideas represented are also indicated by appropriate titles.

The composition of a picture-diagram requires imagination and originality in thinking. It is an interesting device for promoting learning in history.

- (f) ***Cartoon:*** A cartoon does not represent reality directly; it is a metaphorical presentation of reality. The cartoonist depends on humour, satire and mockery for the presentation of his/her idea. In a way, the cartoon is also a *picture diagram*, as it presents ideas rather than real objects. *Cartoon-type* presentation makes a strong appeal to the emotions, thus it enhances learning. This device should be used with pupils of higher classes as a higher level of intellectual maturity is required to appreciate the idea behind a cartoon.

Sources of Pictures

There are many sources from which pictures can be obtained easily and inexpensively. Some of these are – newspapers, especially Sunday supplements, magazines etc. The teacher should encourage the pupils in the collection of appropriate pictures.

Qualities of Pictures

Pictures are supposed to supplement the spoken word. It is essential that they should be purposeful, relevant, significant, truthful, authentic, up-to-date, complete, simple, simulative, suggestive of reality and interesting. They should be large enough to be easily seen and understood by the pupils sitting on the last bench. The pictures should be free from blurs, scratches or blemishes and have good captions or apt descriptions.

Using pictures effectively

Selecting a good picture and preparing it for class-work is useless unless, the picture is utilized effectively. Below are given some suggestions for effective use of pictures:

- (i) The pupils must be led to look into the pictures. They must be guided to see activity, critically, and with personal satisfaction.
- (ii) A picture leaves much to the imagination. Some of the things such as distance, speed, action, height, weight, breadth, sound, etc, are mere distractions. Just exposing the picture will not help to convey all these ideas. For proper interpretation and understanding, a picture must be taught intelligently and explained clearly.
- (iii) Sufficient time must be given to comprehend a picture. Learning should not be handicapped by hustle and hurry, which brings inadequate and careless response and often unprepared and untimely anticipation of the next point. The pupils must learn not only to look at pictures but to look into them, understand the details and interpret them.
- (iv) Too many pictures should not be shown in one lesson. Studying a few carefully selected pictures is more profitable than merely looking at a greater number.
- (v) Pictures should be closely related to the lesson, as unrelated pictures serve only to distance attention.
- (vi) Small pictures should be used for individual or group study.
- (vii) Loose pictures can be displayed on the bulleting board with notes or questions attached which direct or challenge the children's observations.

Advantages

- Helps pupils to reveal their characteristic ideas, attitudes, aspirations, fears, worries, and aggressions.
- Teacher may obtain information about pupils not readily available in other ways.
- Tends to divert the pupil's attention from himself and thus reduces embarrassment and self-consciousness.
- Pupils learn to express themselves freely.
- Imagination is developed and appreciated.

- Vocabulary may be enlarged.

Disadvantages

- If specific goals are not pursued, the technique can become "play" for pupils.
- The teacher or other students might inadvertently ridicule or un-duly comment on revealing statements made by pupils.
- The stimulus (picture-story-argument, etc.) must be of high calibre and well-chosen in order for the technique to be effective.

Activity

1. Research on the various charts used in history and state their merits and demerits.
2. What makes up a good picture

Summary

In this unit you learnt the meaning and importance of teaching and learning aids.

UNIT FIVE

PLANNING IN TEACHING

5.0. Introduction

This unit discusses the preparatory activities in the teaching of History. It will focus on the syllabus, scheme, lesson plan and records of work in relation to teaching and learning process. There are four stages in planning in the teaching of any subject. These are the curriculum design stage, Syllabus stage, scheme preparation stage, Lesson preparation and Record of work stage

Learning outcomes

By the end of this unit, you are expected to:

- Discuss the importance of planning at the curriculum level.
- Write schemes of work from an approved syllabus.
- Appreciate the importance of schemes and records of work in education.
- Write and present lessons in class.
- Describe what a lesson plan is.
- List and explain the components of a lesson plan.
- Prepare a lesson plan on a given topic in history.

5.1. Planning at the Curriculum Stage

This is the stage at which the national leaders decide what subjects are to be taught in schools. Curriculum refers to all the things that pupils are expected to learn at school. It includes stipulated subjects like history, geography, mathematics and English. It also includes games and sporting activities as well as the society's norms of behaviour, and conduct which we refer to as the invisible curriculum. The goals of society determines what is to be included in the curriculum. The curriculum is therefore, the high way to the nation's goals. Its makers or designers chose those aspects of their culture that appear most effective in reaching the desired goals. The inclusion of Production Units (P.U) in the Second Republic school curriculum during the Second Republic for instance was meant to enhance the growth of both food productive skills in the country and food production itself.

5.2.The Concept of the syllabus

The term syllabus generally refers to a list of topics or a collection or outline of what pupils or students should study in a given year or specified period of teaching. It is a brief outline of the ground to be covered in a course of lessons or lectures. Strictly speaking, it is that aspect

of the curriculum that lists topics to be taught in a given course or programme. The outline of the syllabus tends to guide the teachers on the extent of work involved in a particular class. It must be pointed out, however, that the term syllabus can only be discussed meaningfully in terms of content consideration in the curriculum. It is part of the curriculum and not the curriculum itself. Looking at the meaning of syllabus, the class teacher does not contribute very much in its preparation. The teacher is only involved at the level of the scheme of work, unit and lesson planning. When the syllabus is sent to Schools by the authorities concerned, there is the need to divide the yearly content of the syllabus into definite amount of work that may be covered per term.

5.3. Factors to be Considered When Planning Syllabus

This is the stage when the curriculum is made into the syllabus. The syllabus is a general outline of broad topics of study to be covered at a particular level or levels of educational strata over a given period. It tells the teacher what aspects of his/her subject is to be dealt with during that particular period and it is upon these aspects of the subject that examination questions are based on. Like the curriculum, syllabuses are usually prepared by governments through their Ministries of Education. The only exceptions are those for external examination like Cambridge School Certificate, Commercial bodies or University Institutions. Preparation of a History Syllabus takes into account the following factors:

- The philosophy of the nations.
- ***The age of the pupils:*** This is so because certain things can only be learnt by pupils after reaching a certain level of maturity.
- ***Society's demands or interests:*** This is done in order to help promote or maintain socio-economic development, national cohesion, good morals, etc.
- ***Time for the Course:*** This is necessitated by the need to prevent too much or too little materials for pupils.
- ***Outline story of human development:*** This is essential in order that learners are given material which gives them a complete understanding of man or human development as much as possible.
- ***Selection and Sequential arrangement:*** Because it is impossible to teach all things that happen in human history, syllabus designers have to undertake a process of selection in order to determine what is to be taught and what is to be left out.

After these considerations, the topics should proceed from known to unknown. For instance in history, begin with local history before embarking on topics that are external to the pupils' immediate environment.

5.4. Scheme of Work

The Scheme of work describes the content and learning experiences that should be treated every term of the academic year. A teacher's scheme of work is his plan of action which should enable him/her to organise teaching activities ahead of time. It is a summarised forecast of work which the teacher considers adequate and appropriate for the class to cover within a given period from those topics which are already set in the syllabus.

If, for instance, there were thirty topics to be covered for the Senior Secondary School history for the three years, there would be about ten topics per year. When the history teacher splits the year's work into portion that may be studied every term, we have what is called 'scheme of work'. The scheme of work is very important to the teacher. It guides him in planning the unit of instruction and consequently the daily lessons in line with the time available for each topic in the term. It also guides supervisors of schools in determining the efforts of the schools and teachers towards meeting the societal demands on them.

The scheme of work is aimed at serving the following purposes:-

- As a guide to the teacher
- For organizational convenience
- For keeping records of what is taught and what ought to be taught.

Importance of the Scheme of Work

- (a) It helps in understanding and retention of work. The proper sequencing of topics in the scheme of work enables learning to take place in a logical and orderly manner which in turn helps in understanding and retention of the learnt material.
- (b) Allowing correlation in teaching some schemes are made by teachers in schools. It is possible for similar topics in different subjects to be taught following one another to enable pupils understand them fully.
- (c) Allowing proper use of time. A teacher determines the coverage of the various syllabus topics of which he/she has to teach in order to allocate the right amount of time when teaching. This ensures that neither too much nor too little time is given to any when they are delivered to learners.

- (d) Making lesson preparations easy. This is so because teachers do not have to worry about what to teach next or what aids or references to use when they complete a topic and wish to start a new one.

Actual Preparation of a Scheme Work

To prepare a scheme of work, one needs to do the following:

- (i) Determine the amount of time available i.e. the number of weeks in the term and the periods per week minus public holidays that fall on the teaching days as well as the first day of the term.
- (ii) Break the syllabus topics according to available time.
- (iii) Indicate envisaged methods, activities and teaching aids as well reference materials.
- (iv) Provide time for revision and tests. The former may be used for teaching should things occur that hinder completion of the planned work.

FORMAT OF THE SCHEME OF WORK

School: Chalimbana Secondary School

Department of Social Sciences

Subject: History

Term: One

Grade: 10

Year: 2018

week	Topic	Sub-Topic	General outcomes	Content	References
1.	Geographical setting	Physical and climatic features of Southern Africa	-Describe the geographical features of South Africa and their influence on the distribution of the people	-Map showing the population Distribution of South Africa	Kasoma, History of Southern Africa. High school History Syllabus, 2013.
2.	Indigenous	-Earlier	-Discuss the socio-	Socio-	-Kasoma,

	communities	inhabitants of Southern Africa.	economic and political organisation of the San and Khoi-Khoi.	economic and political organisation of the San and the Khoi-Khoi	History of Southern Africa. High school History Syllabus, 2013.
3.		Bantu Migration into Southern Africa	Describe the movements of Bantu speaking people into Southern Africa	Map showing movements of people into Southern Africa. The Nguni speaking people and the Herero and the Ambo	Hantobolo, Africa since 1800
4.		Kingdoms and Nation-States	Describe the establishment of kingdoms and nation states in south-eastern South Africa	Pictures showing kings of the kingdoms and map showing the kingdom.	
5.		The Mfecane	Explain the cause and results of the Mfecane	-Causes: shortage of resources (land, water and pasture) population increase -Effects social, political, economic and military	
6.		Relationships between the Bantu and San Khoi-khoi	Explain the conflict between the Khoi-San and the Bantu	-conflict over resources (land, water, pasture and livestock)	

5.5. What is a Lesson Plan?

Lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed. Lesson plan is one of the key factors in the educational process. Lesson planning is an important process in teacher trainees' gaining experience since it forces them to reflect on what to teach, how to teach and how to evaluate. Lesson plan is teacher made depending upon the class & learners 'needs.

Importance of Lesson Plan

- A lesson plan is useful for the following reasons:
- The teacher follows correct steps and procedures in teaching.
- Time is not wasted in the class since the period of one lesson must be used to cover the day's lesson topic.
- Meaningful objectives are pursued in the lesson.
- Activities are related to the content and objective.
- Instructional materials are adequately selected and utilized.
- Proper evaluation procedures and tools are used.
- A substitute teacher can use the lesson plan to hold on the class.
- The most important content is identified for learners.

5.6. Components of a Lesson Plan

General Information

This includes the name of a teacher, name of the school, subject, date, time, grade, duration/length of the lesson and number of pupils,. It equally includes the title of the lesson to be taught the class and in some cases the average age of pupils in the class.

Topic:

Subtopic:

Resources/teaching Aids: These are the resources or materials used to facilitate teaching and learning inside and /or outside the classroom. Things like maps, charts, pictures and artifacts

References:

Specific Outcomes: It is a statement describing what the learner will be able to do to show that learning has taken place. A clear statement of objective will enable both the teacher and the learner to evaluate or assess the learning experiences.

Introduction: These are initial activities. It is the information or ideas pupils possess about the topic they did in the previous discussion and link to what will be taught. This is the knowledge that will help students to learn more successfully if they are reminded of it.

These are evaluative or learning activities provided at the beginning of the lesson either to motivate or to lay good foundation for the new lesson. Good and well planned set induction encourages pupils to participate in the lesson since children will be anxious to see what will follow next. Short stories, drilling questions, etc could introduce a lesson.

Lesson Development:

It is referred to as presentation or development of the lesson. This is a clear statement of what is to be taught in the lesson and how it is to be taught. This serves as the main- body of the lesson, where the subject matter or main points of the lesson are presented to the pupils. Instructional procedure comes in stages varying from one to five stages or steps depending on the area of coverage. Various activities could also form part of the instructional procedure where pupils or students are involved in different activities to confirm the achievement of lesson objectives.

Evaluation

Though Evaluation is something that is continually going on during the lesson, it is also good to have some exercises in evaluation towards the end of the lesson. At this stage, the teacher can briefly list the things he plans to do, the questions he is going to ask or the problems he is going to pose to test the students' knowledge.

Student's Activities and assignment

It is good to give assignments regularly. It should not only be restricted to English and Mathematics teachers. In the lesson plan you should briefly describe the assignments by indicating what exactly you want them to do.

- (i) Conclusion
- (ii) Follow up or homework section
- (iii) Self-evaluation.

Some hints on lesson delivery

- (i) The lesson must start on time.

- (ii) Its introduction should be brief, relevant and captivating as well as provide proper linkage to learned material of the lesson.
- (iii) The development should be properly sequenced e.g. on chronological basis.
- (iv) The lesson should be delivered knowledgeably with the teacher portraying a good grasp of his/her subject matter.
- (v) It should be accompanied with adequate involvement of the pupils.

Record of Work

This is a record that is kept by the teacher to show the work that has been covered from the scheme of work. Each teacher should record briefly at the end of each week or fortnight what he/she has actually taught in each subject to a particular class and resist the temptation to write down what he had hoped to cover. In this way, if a teacher falls sick or leaves, the Head teacher should be able to hand over to his/her successor a well-kept record of work. In so doing teaching will not be interrupted and the class will not suffer because of the change. It is very unprofessional to get announcements from the pupils on what they have done before because this may lead to a lot of gaps in their knowledge. You can now stop and check the format of a record of work.

FORMAT OF THE RECORD OF WORK

**CHALIMBANA SECONDARY SCHOOL-
DEPARTMENT OF SOCIAL SCIENCES
RECORDS OF WORK**

NAME

DATE/ WEEK	WORK PLANNED	WORK DONE	TEACHERS' COMMENTS	HOD'S COMMENTS
08/01/18	THE PEOPLES OF SOUTH AFRICA	The San • The way of life The Khoikhoi • The way of life		
22/01/18		The Bantu (the		

		Nguni. Sotho-Tswana, Tsonga, Venda, Herero and Ovambo)		
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Activity

1. At which level of planning does curriculum planning take place? Why do the goals of society determine what should be included in the curriculum?
2. Discuss the factors that should be taken into account when preparing the syllabus.
3. Examine the importance of the scheme of work in planning. Which factors should be taken into account as you prepare the scheme of work?
4. Discuss the variables that should be taken into account during the planning of a lesson.
5. Show why it is important for a teacher to keep a record of work.

Summary

In this unit you learnt the key components involved in the planning of teaching History.

UNIT SIX

CLASSROOM MANAGEMENT

6.0 Introduction

Effective teachers are passionate about educating their pupils. They want to spend their time teaching, not dealing with classroom disruptions. This unit is designed to get you to understand of the major concepts of classroom management. You will get to know what it means to manage and more specifically how this relates to your professions which is teaching in a classroom setting.

Learning outcomes

At the end of this unit, you are expected to:

- Define classroom management.
- Discuss concepts and guidelines for good teacher-pupil interaction.
- Explain causes of indiscipline.
- Show the effects of punishment.

6.1. Classroom Management

Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that pupils feel they are in an environment that allows them to achieve. The key to successful classroom management is pre-planning. Effective teaching and learning cannot take place in poorly managed classrooms. To be successful the teacher must think about avoiding common classroom occurrences that motivate misbehaviour. The best planned lesson will fail if the teacher fails to provide appropriate instruction or fails to decide what pupils should do when given tasks are completed. Inappropriate classroom behaviour will make a difference between productive behaviour. Effective classroom management strategies support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships. Classroom management can also be defined as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. This definition concentrates on the responsibility of

the teacher and relates the use of classroom management strategies to multiple learning goals for students.

Guidelines for good teacher-pupil interaction

Classroom management is dependent upon the individual teacher. However, there are many studies which have provided exemplary concepts and suggested guidelines for teacher-pupil interaction. Some of these incentives are:

- (a) Pupils should feel accepted. The teacher must communicate interactive signs verbally and none verbally. A pupil's recognition of acceptance by peers and the teacher encourages them to work hard and have a feeling of self-worth.
- (b) Awareness of developmental levels and pupil characteristics. There should be personal attention to each pupil. Learner's characteristics will include age, sex, attitude, socio-economic background, level of influences, previous knowledge, interest and so on.
- (c) Praise is highly effective. The praise of a teacher, classmates, and parents is important. Praise has been proved to be far-more effective than blame and criticism.
- (d) Fostering co-operative behaviour. Pupils imitate appropriate behaviour but social behaviour needs to be taught and co-operative behaviour needs to be practised.
- (e) Democratic behaviour should be encouraged in class through class discussions.
- (f) The teacher should set the right tasks. Setting difficult work discourages pupils. And if the work is very easy pupils get bored and therefore, potentially misbehave.
- (g) Encourage competition. It tends to make pupils more interested in their work.
- (h) Effective teachers evaluate teaching continuously by the use of observational techniques, scanning pupil's faces or signs of confusion or boredom, by testing and assisting pupils for self-evaluation.
- (i) Promote social growth. Teachers should encourage individual and group involvement in activities both inside and outside the classroom. In planning participatory activities teachers can programme peer enforcement of appropriate behaviour. Pupil to pupil interaction is desirable because of the accrued benefit derived from participating with others in a joint endeavour.

6.2. The Concept of Discipline

Discipline means the observance of certain well-defined rules. Effective discipline helps children learn to control their behaviour so that they act according to their ideas of what is

right and wrong, not because they fear punishment. For example, they are honest because they think it is wrong to be dishonest, not because they are afraid of getting caught. **The purpose of punishment is to stop a child from doing what you do not want and using a painful or unpleasant method to stop him**

6.3. Causes of Indiscipline

It is important to observe that rewards, encouragement, responsibility examples and punishment are all part of school discipline. All of them if properly used can help children to make the best of their abilities. The teacher should know when to use the right incentives. There are two main causes of class indiscipline;

- (a) Poor teaching
- (b) Absence of interest or incentive

When these conditions exist, children's behaviour and work will be unsatisfactory. Teachers then tend to use punishments of various kinds e.g. extra work, detention after school, canning etc. Although teachers punish bad work and bad behaviour, does it work?

6.4. Effects of discipline

Effective Discipline . . .

- Helps the child learn self-control
- Can be used with teenagers
- Builds the child's self-esteem
- Sets a good example of effective ways to solve problems.

Harsh Punishment . . .

- Teaches the child to deceive parents
- Will not work with teenagers
- Tears down self-esteem
- Teaches the child that violence is an acceptable way to solve problems

Activity

1. In your own understanding discuss the concept of classroom management.
2. Examine the guidelines for good teacher-pupil interaction.
3. Discuss some of the causes of indiscipline.
4. What could be some of the effects of punishment?

Summary

In this unit you learnt the essential ingredients in maintaining class control and discipline.

UNIT SEVEN

ASSESSMENT AND EVALUATION IN HISTORY

7.0. Introduction

In this unit you will focus on assessment and evaluation in history. What has a beginning must have an end. The only way to end your teaching activity is to evaluate the entire exercise. Hence, the need for this unit to look at the meaning and importance/purpose of evaluation in History.

Learning outcomes

By the end of this unit, you are expected to:

- Define evaluation.
- List and explain the purposes of evaluation in history.
- Discuss the assessment and evaluation approaches to teaching of history.
- State how you can develop an effective assessment and evaluation programme in history.
- Outline and explain techniques of assessment and evaluation in history

7.1. The meaning of Evaluation

Evaluation is the systematic and objective assessment of an activity, project, or programme. Evaluation in a school setting is the process of assessing achievement and to encourage and instil confidence in the right direction. It is a way by which the teacher determines the extent to which learning had actually taken place. In other words, evaluation is carried out to assess the extent to which set objectives have been achieved and to effect necessary changes for improvement.

7.2. Purpose of Evaluation

Evaluation is very indispensable in History. In fact every lesson in history course must be evaluated. Why then do we evaluate?

- To assess the effectiveness of instruction. i.e. to check the effectiveness or quality of teaching.
- To assess the effectiveness of instructional materials such as textbooks, teaching aids and other resources for teaching and learning.
- To determine to what extent students have learned what they are expected to learn.

- Evaluation gives the students a clue as to how well he is doing in relation to his classmates.
- Parents gain first-hand information on their children's performance.
- Evaluation helps to give the designer of the course important feedback information necessary for the purpose of amending, modifying, changing, accepting or rejecting the entire curriculum package

7.3. Assessment and Evaluation Approach to the teaching of History

Assessment and evaluation is an important part of the whole educational programme. Not only that. There exists an inalienable three-fold relationship among objects (ends), teaching procedures or learning experiences (means), assessment and evaluation (evidence). They influence and strengthen one another.

Assessment and evaluation are inclusive concepts – they indicate all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of the desired outcomes. They are a compound of objective evidence and subjective observations.

Assessment and evaluation involves three steps:

- (i) Identification and formulation of objectives.
- (ii) Their definition in terms of pupil behaviour, i.e., what changes do we expect in the child by each one of those objectives.
- (iii) Construction of valid, reliable and practical instruments for observing the specific phases of pupil behaviour such as knowledge, information, skills, attitudes, appreciations, personal and social adaptability, interest and work habits.

7.4. Developing an Effective Assessment and Evaluation Programme

For the development of an effective assessment and evaluation programme in history, the teacher must be acquainted with:

- (a) The objectives of history in respect of the subject as *a whole and of specific units*.
- (b) The relationship between the educational trinity mentioned above, namely, objectives, learning experiences and assessment and evaluation.
- (c) The varied purposes of assessment and evaluation, i.e, diagnosis, guidance, grading, classification, etc.
- (d) The elementary theory and practice of measurement.
- (e) The techniques and tools of assessment and evaluation – their preparation and uses.

(f) The follow-up procedure to utilise the “feedback” in the classroom.

As discussed earlier, for teaching purposes the course of history is sub-divided into units or topics. For each unit or topic, specific objectives are formulated. These objectives are more concrete both in terms of modification of the behaviour and the knowledge to be imparted. Each objective has two specifications – *content specification* and *competence specification*, which imply what-subject matter has to be imparted and what behaviour changes may be expected as a result thereof. The teacher devises the learning experiences in the light of these objectives. He/she uses various methods, techniques and devices to expose the pupils to the learning experiences. During this process, the teacher continuously assesses and evaluates the achievement of the objectives. He/she uses various techniques, e.g. written and oral questions, observation, interview, various types of records, etc.

For an effective assessment and evaluation programme the following points can be useful:

- (i) Assessment and evaluation should aim at testing the degree to which the objectives of teaching the subject have been achieved. Have the pupils developed certain higher abilities, like understanding and critical thinking? Have they gained knowledge of historical facts? Have the pupils developed practical skills – like drawing maps, charts, diagrams, etc.
- (ii) The scheme of assessment and evaluation should also ensure an effective coverage of the syllabus through giving proper weightage to different areas of content as the lack of it will result in the neglect of the portions not covered by evaluation.
- (iii) As all abilities, understanding, skills, attitudes cannot be successfully tested through one single device, it is necessary that, in a programme of assessment and evaluation, different devices may be used. The device to be used needs to be chosen very judiciously.
- (iv) Whichever device is used, it should ensure objectivity in results.

7.5. Techniques of Assessment and Evaluation

For testing knowledge of facts, understanding, critical thinking, etc, in history the following may be used:

(i) Oral Tests

These tests can be used for testing knowledge of individual pupils. Oral tests in history offer an opportunity to test in depth especially a pupil’s independent thinking. Through tactful

questions, the test can be made to exercise his/her own thinking and not operate on borrowed arguments alone. If the pupil gives an incomplete answer, the same can be completed by another question, thus, an on the spot correction is possible. In addition to the day-today classroom testing, oral tests can be used at least twice a year for testing the ability to recall facts or express ideas coherently on the topic.

This technique is valuable if the questions are serially arranged to throw full light upon a particular unit of study. Another well-known procedure for an oral test is to get the questions written on separate cards. The test may draw out one or more of these cards from a pile. He/she can be given a few minutes for getting into a proper mental frame followed by an answer and supplementary question.

In addition, pupils can be required to participate in class debates and discussions. A panel of judges can do the evaluation.

It is advisable to award a grade on a three or five point scale, rather than a numerical scale. If need be, it may be so converted afterwards.

The oral test has certain limitations. It is time-consuming and can become, at times, very subjective. Moreover, judging on the spot is comparatively an imperfect measuring device.

(ii) Essay Tests

Essay method is a very popular method of evaluation in our educational system. It is through the use of essay that the cognitive, affective and psycho-motor domains are tested. The essay method gives the students the opportunity to react to the questions given to them in whatever form by using their own approach and language and they could write at length. Responses in essay questions are usually in written form.

They have to list, outline, describe, compare and contrast, explain, discuss, develop, summarise, evaluate, arrange, select, define, illustrate, interpret and criticise.

Examples

1. Why did the First World War break out? What were the successes of the allied forces and German's failures?
2. How and why was the League of Nations established? Discuss the successes and failures of the League of Nations.
3. What were the problems of the Weimer Republic in Germany?

4. How did the collapse of the Soviet Union help in the democratisation process in Africa?

Merits

- It is easy to set essay questions within a short period of time and less expensive in terms of materials and production.
- It enhances good written expression and good organization and presentation of ideas.
- Essay test determines the degree, depth and quality of the knowledge students have acquired.
- It does not give room to guessing.
- Through essay test, attitudes, feelings, values and skills of the learners are assessed.
- There is freedom of expression unlike in an objective test where there is restriction in response to a question.

Limitations

- Only a few questions are set and answered making it impossible to adequately cover the total area taught or to be assessed in history.
- The awarding of marks in an essay test is influenced by the mood of the examiner. In other words the marking and grading of students' test are usually subjective.
- It is tedious to mark an essay test in terms of time and energy.
- It is disadvantageous to those who lack written communication skills.
- It attaches much importance to the ability of students to recall information and therefore places much premium to verbal ability.

3.3 Objective Tests

An objective test is a test or examination in which every question is set in such a way as to have only one right answer. Objective test cover a wider area than the essay type. However, they require more time for planning and writing. The question can be answered with either 'Yes' or 'No', 'True' or 'False' or making a choice from a group of alternatives

Merits.

- It is argued that objective test seems better than the essay type because of the objectivity which is built into it. There is only one correct answer for every item, thus the examiner's mood is not affected.

- It does not give room for beating about the bush, because there is restriction in expression.
- It is easier and faster to mark objective test.
- Writing skill, good expression and presentation of ideas is not a barrier to a student performing well.
- It can be used to test a wide range of information and skills in history.
- It test one item at a time and marking is standardized

Limitations

- Setting objective test is tedious and time consuming.
- There is a great deal of guessing and cheating.
- It does not assess actual mental knowledge.
- It makes it impossible to assess writing and language skills.

(iii) Types of Objective Tests

8. Multiple Choice Questions

Multiple Choices-For the following questions, there are four answers marked a b c d. Only one answer is correct.

True or False or Yes or No-Here a number of statements are given and the pupil is required to write 'T' and 'F' and 'Y' and 'N' against them.

Completion Type-In this type, questions asked only involve the filling in of proper name, date, etc. They test knowledge of facts.

Sequence of Events- In this type of test, certain items are given which are to be arranged in chronological order.

Matching Test-In this test, two lists are given without any order or arrangement. The pupils have to match items from one list with appropriate items of the other list. The aim is to test the understanding of facts.

Classification Test-This type of test can be utilized with advantage in testing knowledge of historical facts.

Relationship Test-In this test, relationship between the two things is asked. It is intended to test understanding.

Recall Type-In this test, questions are asked to which simple and small answers have to be given. They mainly test knowledge.

Standardised Tests

Standardised tests have also an important place in a history examination. A standardised test is technically superior, is carefully planned and executed and thus is likely to be better in quality. All the questions which go into a standardised test are expertly written properly pretested, rigorously analysed and scientifically refined. Standardisation of its administration and scoring also makes measurement more dependable. It gives the standing of a pupil in relation to all pupils in the same age group or grade. The reliability and validity of the test are established through statistical procedures.

Now the history syllabus will be almost uniform throughout the country, standardised achievement test in history can be of great use.

Limitations

1. Standardised tests are not amenable to frequent usage. They lack the element of flexibility; they can not be easily integrated with instruction. They can not be used for weekly, monthly or quarterly tests.
2. It is difficult to keep a standardised test secret as it is used by many.

This danger, of course can be obviated if a number of parallel standardised tests are prepared and the examinees, in this case would not know which would be used and when.

Both the types of tests - teacher –made of different types and standardized tests, useful as they are for different purposes and at different levels, should be used to complement each other. Let teacher-made tests be used as a basis for appraising the course in particular units of instruction within the classroom and standardized be used primarily for making comparisons of the overall achievement of different pupils of different classes and of different schools.

8.3.Designing a Good Test in History

There is no doubt about this fact that much improvement is needed for testing the achievement of pupils in history.

Criteria of Good Questions and Question Papers.

Below we discuss the criteria of good questions and good question papers in history.

- (i) **Objective** – Questions should be based on – predetermined objective of instruction to be valid.
- (ii) **Content** – Questions should be based upon a topic or sub-topic.
- (iii) **Form** – Questions should be written in the form suited to them. Certain forms of questions are more suitable than others for testing some objectives and topics. So the test designer should receive discretion in the selection of proper form, i.e., essay, short-answer or objective type.
- (iv) **Wording** – Questions should be written in clear and unambiguous language. They should also be within the comprehension of the pupils and *clearly indicate the scope and length of the answer.*
- (v) **Difficulty level** – Questions should suit the level of attainment of the child. They should be neither too easy nor too difficult.
- (vi) Allotment of marks should be judicious.
- (vii) Time allotted should be adequate.

Analysis

Questions and question papers need to be analysed. It needs to be found out whether enough weightage has been given to the different objectives of teaching history, and to different content areas; whether enough weightage has been given to different forms of questions and there is adequate number of questions in each form; whether distribution of marks is proper; whether allocation is proper; whether scheme of options is sound; and whether difficulty and discrimination levels of the question paper are satisfactory; and whether scoring key and marking scheme is sound.

Design of a Question Paper

Design of a question paper is a broad policy statement made by the examination authorities and passed on to the paper setters for framing a question paper and to schools for preparing

pupils on the lines suggested. Before preparing the design of a question paper, decisions regarding the following should be taken:

1. Weightage to the objectives
2. Weightage to contents
3. Weightage to forms of questions
4. Weightage to difficulty level

Activity

1. The present system of examinations in history fails to achieve its real objectives. Discuss this statement critically. Give suggestions for suitable tests in history.
2. What is meant by objective type test? Give some examples of these tests. What are the limitations of these tests?
3. Give two illustrations of each of the following type of objective tests:
 - (a) Multiple choice
 - (b) Matching test
 - (c) Completion test
 - (d) True-false
 - (e) Classification type
4. What is meant by short-answer type questions? Discuss their advantages in a history question paper.
5. Discuss the place of standardised tests in a history examination.

Summary

In this unit you learnt the meaning of evaluation. You also learnt the importance of evaluation and assessment and the various assessment procedures.

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