

SSE103: SOCIAL STUDIES EDUCATION AND NATION-BUILDING: THEORIES, PROBLEMS AND PROSPECTS

UNIT 1 MEANING OF SOCIAL STUDIES EDUCATION

CONTENT

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study the Unit
- 3.0 Main Content
- 4.0 Summary
- 5.0 Assignment
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1.0 INTRODUCTION

The newness of social studies in Nigeria in general and Nigerian schools in particular cannot be overemphasized. Mezieobi, Fubara and mezieobi (2015:1) lend credence to the above statement when they averred that “the relative newness of social studies in Nigeria in general and in Nigerian schools in particular, coupled with the varieties of persons, professional social studies educators and non-professional or „generalist“ social studies personnel, who are associated with social studies have led to an „overdose“ of social studies definitions. This is also why there is no generally accepted definition of social studies. Social studies is gradually finding its way into the hearts of many Nigerians especially students that are eager to make a difference in their society. This unit discusses the meaning of social studies education.

2.0 OBJECTIVES

By the end of this unit, you should be able to

- define social studies education;
- identify and state the goals of Social Studies Education;
- discuss the characteristics of Social Studies Education; and
- identify and list the scope of Social Studies Education.

2.1 HOW TO STUDY THIS UNIT

Read through this unit and put down the major points. Make sure you understand the difficult words you have identified. Attend classes and read materials available. Ask questions when necessary. Answer all the questions in the activity.

3.0 MAIN CONTENT

Meaning of Social Studies Education

It is true that there is no generally accepted definition(s) of social studies education; but notwithstanding, there are numerous definitions by both social studies education professionals and generalists. Some of such definitions are as follow:

Mezieobi, Fubara and Mezieobi (2015:12) listed some definitions of social studies education as simple social sciences; as a synonym of the social sciences, as a combination of selected aspects of the social sciences and the humanities without each of the distinct subject area losing its separate identity; as an integrative subject which blends the contents, concepts, sciences, the humanities, while in the resultant fusion, each of these discrete disciplines loses its separate identity; as a supplement or complement of the traditional subjects or disciplines of the humanities and the social sciences; as an outright substitute for, or displacement of the subjects in the social sciences and the humanities at the primary (new lower basic education level-primary 1-3, middle basic education level – primary 4-6) and Junior Secondary School (now upper basic education level)“ levels of the education system; as applied social sciences; as citizenship education; (Mezieobi, 1992); as new forms of introductory courses in humanities and the sciences; as human skills development field of study; as ecological studies and as value-oriented education.

Other definitions of social studies education by erudite scholars in social studies include Ezegbe, Eskan, Anyanwu, and Abiogu (2014:54) who define social studies as “a discipline that deals with social change and ensures that a meaningful interaction of the recipients with their physical, social, and cultural environments is attained”. Kissock (1980) on his own part sees social studies education as a programme of study which a

society uses to instill in students the knowledge, skills, attitudes, and actions it considers important concerning the relationships human beings have with each other, their world and themselves”. Adarelegbe (1982) averred that social studies is a “problem approach discipline through which man studies and learns about problems of surreal in his environment”. In summary, Social Studies Education is a field of study that emphasizes man’s relationship with his social, economic, political, physical, and psychological environments for effective acquisition of knowledge, attitudes, values, and skills, for personal and societal needs and aspirations.

Activity 1

Conceptualize social studies education.

Goals of Social Studies Education

Mezieobi, Fubara and Mezieobi (2015:3) broadly categorized the goals of social studies in sections. They are:

i. Didactic Acknowledge and Information Goals:

Social studies are saddled with the responsibility of transmitted knowledge or information that are social studies related from the teacher to students.

ii. Reflective Thinking Goal:

Mezieobi, Fubara and Mezieobi (2015:3) pinpointed that “the utility value of any knowledge or information is the ability of the receiver of that information to digest, analyze, and apply it in the solution of problems or in the creation of new knowledge through serious thinking”. Reflective thinking gives an individual the capacity to make rational decisions on critical issues.

iii. Affective Goals:

Mezieobi, Fubara, and Mezieobi (2015:3) succinctly noted that “these entail the ability to develop in the recipient of social studies information, knowledge of content, positive values, attitude, and feelings”. This can also be the goal of social studies that promotes the understanding of cultural norms and adherence to stipulated rules and regulations.

iv. Citizenship Transmission Goal:

Making the citizens understand socio-civic competences and everything about citizenship is associated with this goal of social studies.

v. Pupil Self-Enhancement Goal:

First and foremost, it is essential for one to understand oneself. With this goal of social studies, one would know the importance of being committed to one's society. This would make for effective living and co-existence in such a society.

vi. Socio-Political Activism Goal:

Mezieobi, Fubara and Mezieobi (2015:4) mentioned that "this goal intends to make pupil-student clientele active socio-political participants in his environment and who would resort to constructive social criticism when need be".

vii. Skills Goals:

Social studies exposes students to a lot of skills that would make them self-sufficient and independent in our society. Such skill according to Jarolimek (1986) is social skills, study skills, work habits, group work skills and intellectual skills.

Activity 2

List any five goals of social studies according to Mezieobi, Fubara and Mezieobi.

Characteristics of Social Studies Education

Characteristics of social studies abound in this text, the followings are characteristics of social studies education according to Mezieobi, Fubara and Mezieobi (2015:5-7):

- i. Social studies see knowledge and man's social world as integral to education.
- ii. Social studies adopts the integrative approach to knowledge by fusing or blending relevant content, concepts, methods and generalizations drawn from the other related disciplines or content areas of social studies in order to make the learner see the

- world as a whole, and in addition, develop an integrated view of traditional social studies discipline.
- iii. Social studies draws its content or subject matter from mainly the social sciences, the humanities and from many other relevant courses including the experiences of the children.
 - iv. Social studies in all parts of the world is largely society-relative or society-specific.
 - v. Social studies is socially or society sensitive.
 - vi. Social studies emphasizes classroom without walls in the community.
 - vii. Good social studies programme is activity laded and predominantly contains activities, knowledge to be acquired and facts to be stored and explored.
 - viii. In view of the fact that social studies contents are learner activity-based involving the near-total control of the learning situation by the learner in his do-it-yourself emphasis; invariably, social studies de-emphasizes teacher's control of the teaching-learning process.
 - ix. The goal objectives of social studies, simply put, are to produce responsible and participatory citizens with analytical and reflective skills and attitudes to make their environments yield all that make for good and successful living.
 - x. Its evaluation criteria focus principally on the effective domain-values and attitude.
 - xi. It is not all teaching methods and techniques that lend themselves to the effective teaching and learning of social studies.

Activity 3

Outline any five (5) characteristics of social studies education.

Scope of Social Studies Education

Social studies cannot be complete without the mention of man and his relationship with his society or environment. Mezieobi, et al (2015:7) stated that, "scope of social studies refers to the content or subject matter, skills, values, attitudes and beliefs that have

be seen or can be included in the social studies programme”. They further stated that the scope of social studies covers the following:

- (1) Content is tailored specifically to a particular society like Nigeria. This means that the content is best contextualized.
- (2) The content focuses largely on what is on ground. The present-with an eye on what it should be in the future.
- (3) The content of social studies programme is drawn from the social sciences, the humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, parents, and from resource persons and places, ideas, past activities and thoughts etc.
- (4) The syllabus or curriculum of social studies is flexible and accommodates new trends or changes, problems or aspirations in the world or in a society that have relevance to social studies teaching as the classrooms must reflect what goes on in the society.

Activity 4

- i. Explain the scope of social studies as discussed by Mezieobi et al.(2015).

4.0 SUMMARY

This unit discussed the meaning, goals, characteristics and the scope of social studies education.

5.0 ASSIGNMENT

Provide an outline and discussion on the goals of Social Studies Education, in five (5) pages.

6.0 REFERENCES

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UNIT 2 NATION BUILDING

CONTENT

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this unit
 - 2.2 Word Study
- 3.0 Main Content
- 4.0 Assignment
- 5.0 Summary
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1.0 INTRODUCTION

Nation-building has become a concept in the mouth of so many well-meaning Nigerians. Nation-building comes with a lot of other concepts like national development, national integration, national unity, sustainable development, and so on. This unit would look at the definitions of a nation and nation-building, Nigeria as a nation, schools of thought on nation-building, theories of nation-building, patterns of nation-building and more importantly, the role of social studies in nation-building in Nigeria.

2.0 OBJECTIVES

After reading and through the unit, one should be able to:

- define a nation and nation-building;
- discuss Nigeria as a nation; and
- discuss the various schools of thought on nation-building.

2.1 HOW TO STUDY THIS UNIT

Read through this unit and write down major points. Make sure you understand the difficult words you have identified by checking your dictionary or asking questions. Answer all questions in the activity.

2.2 WORD STUDY

National Development-the “advancement (of a nation) from the lower, less satisfying, less stages of being to higher, satisfying, and emancipating conditions. It is used to denote whatever is done to rid a people (and their nation) of the stigma of backwardness”.

Sustained underdevelopment- as “holding very religiously, maintaining and continuously worsening development conditions that pitifully falls below acceptable level or standards as adjudged by functional indices of national development in actuality”.

3.0 MAIN CONTENT

Define a nation and nation-building

Johnson (1966:79) defines a nation as, “a relatively large group of people inhabiting a more or less definite area, and having enough in common, language, race, religion, and common history to consider themselves a distinctive people”. Robinson (1975:138) perceives a nation as, “a group of people who feel that they have been together and in addition possess cohesive and solidarity which metamorphosed through a common way of life, common experiences, common cultural traits and common tradition”. Price (1975:24) on his part conceptualized a nation as, “a group of men and women who have or who feel they have the following things in common: a common ancestry, a common history or tradition; a common language, a common culture, a common religion, a common territory and a common government”. For a nation to stand there must be common factors as mentioned above that bound the people together as one.

Nation-building: Nation-building as a concept cannot be overemphasized because of its relevance to human and material resources development. Definitions of nation-building are numerous. Mbakwem (2009:9) sees nation-building as, “a concerted effort to bring people together (in a nation) for the purpose of achieving common objectives”.

Birabel and Ibekwe (2016:74) defined nation-building as, “the solid and incremental sustainability of a nation in order to ensure its functional longevity in the overall interest of the citizenry and the nation”.

On the other hand, Mezieobi (2016:46) simply sees a nation-building as, “the collective effort of all in relatively large group who have been brought together by a superior force or collective agreement to inhabit a more or less definite area or a common solidarity or national consciousness are continuously striving relentlessly to move the distinctive territory they are occupying as a country or nation and their own-community of persons from more or less comfortable stage of development and a living standards to higher or better stage in all facets of national life”.

Activity 1

Conceptualize „nation“ and „nation building“.

Nigeria as a Nation

Nigeria as a nation, gained its independence from the British colonial masters on 1st October, 1960. Since Nigeria’s independence, Nigeria has wallowed in neo-colonialism indirectly without knowing. This is because she (Nigeria) still relies on some countries of the world for financial and material aids, export and import, oil refining, and so on.

Nigeria is located in the western part of Africa. Mezieobi and Nzegbulem (2016:21) said that Nigeria “lays between latitudes of 4^o and 14^o and 15^o east of the Greenwich Meridian covers an area of 922, 220 square kilometers”.

Some important events that need to be emphasized on Nigeria as a nation include:

The Berlin West African conference resulted in the British conquest of Nigeria which went through various stages.

In 1851, Britain had its first direct intervention in the political affairs of Nigeria and Nigerians. Lagos was marked as a British colony and occupied by British government in

1861, and this was the beginning of British formal rulership of Nigeria. In 1885, Britain extended its territorial seizures to the coastal areas (oil River) by making it a protectorate and making Calabar its headquarters.

A lot of activities took place within this period until the Northern and Southern protectorates in Nigeria were amalgamated. This amalgamation resulted in the birth of Nigeria. This happened in 1914, Nigeria finally gained her independence and became free of British indirect rule in 1960. This was the benefit of nationalism and nationalist agitators. Such nationalists are NnamdiAzikiwe, ObafemiAwolowo, Ahmadu Bello, TafawaBalewa and so on.

Activity 2

Briefly discuss Nigeria as a nation.

Schools of Thought in Nation-Building

Mezieobi (2016:49.57) outlined and discussed the following schools of thought in nation-building.

i. The Nigeria's nation-building take-off discrepancy created school of thought:

Mezieobi (2016.49) stated that “the stance of this school of thought is likened to the birth of a human child whose development though perceived in some medical or psychological quarters as commencing from conception in the mother’s womb, has at birth drawn the child’s development attention to the public”.

ii. The histo-cultural school of thought:

Goni-Awa (2006:148) represented this school of thought when he pointed out that every individual involved in nation-building are “a group of people with common history, language, ancestry, customs, traditions, culture and descent”.

iii. The national integration school of thought on nation-building:

This school of thought as led by Bakey (2015:37) primarily talks about “the primary aim of nation-building as the unification of the people” This means bringing together the Nigerian people irrespective of their differences in ethnic groups, languages, historical background, gender, and so on.

iv. Emphasis on government school of thought on nation-building:

Bulya (2011:4) noted that nation-building is the process of development of a country (or nation) to(the) highest efficiency, through the government and the governed working in collaboration(political) with leaders(who have)ideas, visionsand can bring the people of a nation together to combine efforts in building the nation and making it a better place.

v. The school of thought on education as the therapeutic panacea to nation-building:

According to Mezieobi (2016:51), “this school of thought which houses all critically minded educational practitioners who are at grips with the utilization value of education for virile nation-building, including every author of nation-building”. This emphasis in the school of thought is on education becoming the stepping-stone to nation-building. So making education a priority in a nation’s scheme-of-things would facilitate its nation-building process.

vi. Nigeria’s territorial boundary restrictive school of thought on nation-building:

Burgess M. Otelaja (2008:233) sees nation-building as “a population with unity, inhabiting a territory with geographical unity” and trying to gain independence.

vii. Nation-building perspective’ education-enveloped school of thought:

Bozimo and Ikwemelu (2009:23) outlined the following perspectives of a nation-building: “nation-building as a national development, as nationalism,as political

emancipation,as cultural identity,as modernization,as promotion of national consciousness,as institutional transfer nation,as attainment of self-reliance,as attitudinal change,as value orientation, as political maturity,as guaranteeing of citizen"s well-being(and) as national unity".

viii. caution-should be exercised on foreign-based ideas' school of thought on nation-building:

Colonial mentality among Nigerian writers and authors should be emancipated and completely rejected. Nigeria should be able to contextualize nation-building for its speedy achievement.

ix. Must unity be an inevitable criterion of nation-building school of thought?

The question in the minds of people is that „must unity be an inevitable criterion of nation-building, especially in Nigeria and other African countries? People should begin to understand that violence, chaos and war are inevitable and by such a nation needs to be in unity for nation-building to be achieved; what is paramount is national interest and not ethnic, personal or cultural interest.

x. Watch the globalized village Gimmicks' school of thought on nation- building:

Mezieobi (2015:52) perceived "the current globalization process as a continuous ploy of the former colonialists to plunder their former colonies in their neo-colonialist machinations to make impossible their nation-building efforts".

Activity 3

Discuss any three schoolof thought on nation building.

4.0 SUMMARY

This unit has conceptualized a nation and nation-building. The unit,also, looked at Nigeria as a nation, and schools of thought on nation-building. The emphasis of the

Schools of Thought is that nation-building must focus on the improvement of human standard of living.

5.0 ASSIGNMENT

Differentiate between nation and nation building.

6.0 REFERENCES

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UNIT 3 THEORIES OF NATION BUILDING FOR SOCIAL STUDIES

CONTENT

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this unit
- 3.0 Main Content
- 4.0 Tutor-Marked Assignment
- 5.0 Summary
- 6.0 References

1.0 INTRODUCTION

The Nigerian situation is such that Nigeria and Nigerians need to look at the localized village gimmicks first before the discussion of the gimmicks of the globalized village. Trying to copy the development strides of already developed countries of the world, without considering the uniqueness of Nigeria as a nation, would never speed up the nation-building process of Nigeria.

2.0 OBJECTIVES

After reading through the unit, one should be able to:

- understand the theories of nation-building; and
- discuss the various patterns of nation-building.

2.1 HOW TO STUDY THIS UNIT

Read through this unit and write down major points. Make sure you understand the difficult words you have identified by checking your dictionary or asking questions. Answer all questions in the activity.

3.0 MAIN CONTENT

Theories of Nation-Building for Social Studies Education

There are several theories of nation-building that are Nigerian-specific. They are (as outlined and discussed by Mezieobi and Philips (2016:60-70)).

(1) **National ideological theory of nation-building:**

Ideology is an important terminology in nation-building. No nation can achieve nation-building without inculcating in citizens the national ideologies that are specific to it (the nation). Mezieobi and Philips (2016:60-61) succinctly noted that “meaningful nation-building is predicted on ideological foundation”.

(2) **Self-reliance theory of nation-building:**

Self-reliance is an important concept that any nation striving to achieve nation-building in as much as some countries of the world including Nigeria have gained independence, they are still struggling with neo-colonialism without self-reliance, exploitation of nations would continue indirectly by their former colonial principals.

(3) **The modernization theory of nation-building:** Modernization is taking over all parts of the world. The mentality of people is geared towards living a modern life, in a modern world. Mezieobi and Philips (2016:62) put it that “this theory of nation-building holds that nation-building is a function of the “transition” (Nwaneri, 1985:5) or transformation from a traditional society to a modern society with changes in all spheres of life such as “government, the family, education, religion, and social organizations, a shift from rural to urban living, and changes in knowledge, beliefs, values, self-conceptions and ways of life” (Biesarie and Biesanz, 1973:444)”.

(4) **Social mobilization theory of nation-building:**

Social mobility is simply the movement of an individual from one social class to the other. Mezieobi and Philips (2016:64) averred that social mobilization for nation-building entails that the entire Nigerian citizenry to address the changes of nation-building and defined social mobilization as a systematized process of social aggregation or integration of people of diverse interests, persuasions, commitment for a patterned attitudinal re-socialization or reorientation towards articulately

prescribed and collectively shared goal (i.e. nation-building) or ideology, with institutionalized strategies for its realization.

(5) **National integration theory of nation-building:**

Okobia (1984:7) referred to national integration as “a state of fusion or harmonious interaction and interrelation of persons and groups (within a nation) to make them an identifiable single entity with common goals...” Nation-building needs a nation’s togetherness to be achieved. When a people are not together, it is difficult to experience nation-building because planning and implementation can never be effective.

(6) **The popular Comfort-ability theory of nation-building:** Every nation of the world strives towards making its population comfortable. Mezieobi (1995:5-3) states that “striving for survival by Nigerians in poverty is responsible for the perpetuated vices and negative values, socio-political and economic apathy, incessant ignoring, and lack of commitment to all(nation-building) efforts, indiscipline, dishonesty, lack of respect for law and order, greed, aggressiveness and antagonism militating against(nation-building). The struggle for survival in Nigeria is not an easy task especially in a country without the interest of its citizens, the leaders are selfish, corrupt, greedy, and device means of enriching themselves, the poor get poorer and the rich get richer. What is the hope of the common man? That is the question on the lips of every Nigeria.

(7) **Consensual theory of nation-building:**

Mezieobi and Philips (2016:67) pinpointed that “the concern of this theory is that nation-building aspirations and efforts would come to a naught if the consent of the people is not bought and obtained”. This means that opinion polls should be organized and the peoples’ ideas and suggestions should be put into consideration in the nation-building process.

(8) **Organism theory of nation-building:**

Ezegbe, (1994:69) stated that “Spencer likened society to a living organism which has various organs, all working together for the livelihood of the organism”. It is important to note that no organ functions effectively without the help of the other. Nation-building entails every organ of a nation (including the government and the masses „citizens“) putting hands and making efforts together.

Activity 1

Explain any five theories of nation-building in Nigeria.

Patterns of Nation-Building in Nigeria

First and foremost, pattern according to Birabil and Ibekwe (2016:74) is “ways or direction in which something that is happening is trailing or going or the route in which something is following, in order to be actualized”. On that same vein, Mezieobi and Nwosu (2016:88) also defined pattern as “the form or arrangement of achieving nation-building in Nigeria”.

Birabil and Ibekwe (2016) listed and discussed several patterns of nation-building. They are:

- a. Birthing of a nation with social groups wallowing in group solidarity.
- b. National integration and its accompaniment national unity.
- c. Use of constitution
- d. Use of militant revolution
- e. Use of social revolution
- f. Use of political and administrative organs and instruments
- g. The use of ideology
- h. The use of religion
- j. Reports or recommendations of professional associations and researchers
- k. Quality writers and publishers
- l. Opening up of satellite towns

- m. Eschewing development from the top
- n. Neck deep dependency, on countries in the globalized village.

Mezieobi and Nwosu (2016) on their own part outlined and discussed the following as patterns of nation-building. They include:

- i. “Nigerians should be made to understand the concept of nation-building.
- ii. Contextualizing nation-building is essential. This would make Nigerians and Nigerian government to understand the concept and relate it to the Nigerian situation.
- iii. Institutionalizing national integration.
- iv. Nigeria and Nigerians should be self-reliant. This means Nigeria and Nigerians should make efforts to depend on what they have for survival and not indirectly encouraging neo-colonialism.
- v. There should be a common cultural projection for Nigeria and Nigerians.
- vi. Adoption of one official language in Nigeria.
- vii. Democracy should be solidly put in place.
- viii. Effective conflict resolution strategies should be adopted in conflict issues.
- ix. National ideology should be projected in all nation-building striving
- x. Nation-building should be made a compulsory course for every Nigerian student in Nigerian schools.
- xi. Nigeria has a lot of quality persons and indigenous companies. Mezieobi and Nwosu (2016:93) averred that “these quality persons and indigenous companies should be encouraged and patronized to enhanced Nigerian”s nation-building.

Activity 2

Discuss the patterns of nation building in Nigeria.

The Role of Social Studies in Nation-building in Nigeria

Nation-building in Nigeria social studies has several roles to play in order for nation-building to be achieved especially in Nigeria. The teaching and learning of social studies prepare the social studies learner for participation in the Nigerian society. This enlightens the social studies learner on his or her role(s) to advance and better the society.

Social studies is a problem-solving subject or discipline. It positions an individual and exposes him or her to the importance of problem-solving mentality instead of bemoaning a circumstance.

To fully understand the roles of social studies in Nigeria's nation-building, process, one needs to understand the five national objectives of Nigeria. They are:

1. a free and democratic society;
2. a just and egalitarian society;
3. a united, strong and self-reliance nation;
4. a great and dynamic country; and
5. a land of bright and full opportunity for all citizens (National policy on education, 2014).

Social studies also promote the independence of both individual and the nation. Nigeria and Nigerians should be self-reliant and should concentrate on how to use available resources on bettering Nigeria and the lives of Nigeria. This would assist in getting the minds of Nigerians away from depending on foreign aids, import of material, and human resources for jobs in Nigeria.

Activity 3

Discuss the role of Social Studies in nation-building in Nigeria.

4.0 SUMMARY

It should be noted that the various steps outlined are to be theoretically and practically demonstrated by experienced social studies professional instruction or course facilitation. It is important to also note that the student (social studies learners) would also be encouraged to do some peer-review or peer-tutoring and extensive reading of materials relating to this area of study.

5.0 ASSIGNMENT

As individuals, write a 10 page review of any recommended Social Studies and nation-building textbook.

6.0 REFERENCES

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UNIT 4 SOCIAL ACTIVITIES AND NATION BUILDING IN NIGERIA

CONTENT

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this unit
 - 2.2 Word Study
- 3.0 Main Content
- 4.0 Assignment
- 5.0 Summary
- 6.0 References

1.0 INTRODUCTION

The development of the local community is the target of any sustainable development. This development is guided by social, economic, and political activities that are planned and executed. In this unit, you will discuss the social, economic, and political activities for development in Nigeria.

2.0 OBJECTIVES

After you have studied this unit, you should be able to:

- state the meaning of social activities;
- identify various social activities that promote local community development; and
- discuss the contribution of social activities to local community development.

2.1 HOW TO STUDY THE UNIT

Read through this unit carefully and list the difficult words. Check the meanings of the difficult words from your dictionary or course lecturer. Attempt the activities provided in the unit before checking the answers.

2.2 WORD STUDY

Social: an interactive relationship among individuals in a given social group.

Community: a social group composed of members with individual functions

Cultural transmission: the way people's way of life is acquired or learnt.

Globalization: universal way of doing things

3.0 MAIN CONTENT

Social Activities and Nation Building

The social dimension of nation building involves the non-repetitive alteration in the established modes of behavior in a given social group. According to Akukwe (1986), social development entails normative and organizational changes in the society resulting in the improvement and expansion on mental horizon of the population rising from functional education, and the sustenance of positive and highly functional values, customs, and practices relating to all aspects of life. In other words, social development is the ability of the social group to formally organize and socially sponsor institutions, agencies and programmes that bring improvement in the individual's quest for his basic needs, such as food, shelter, and clothing to achieve one's destiny. The actions and interactions should manifest interdependence. This is important because no society has all that it needs. In other words, social interaction is considered a vital activity in the mobilization of the citizens for nation building.

Activity 1

- i. What are social activities?
- ii. Why do you think the manifestation of interdependency is vital for nation building?

Purpose of Social Studies in Social Activities

The purposes of Social Studies, Civic, and Security Education curriculum are for cultural transmission, political stability, and critical thought. This is because the proper aim of Social Studies, Civic, and Security Education is effective citizenship. This involves what Barr, Barth, and Shermis (1977), and Thornton (2004) refer to as, "the preparation of young people so that they possess the knowledge, skills and values necessary for active participation in the society. The emphasis here is on teaching content, behaviors, and values that question and critique standard views that call for a globalized society.

There is no doubt, according to Marker (2014), that the internet, instant messaging, iPods, web sites, and email have dramatically changed the way people communicate today. Music and movies downloading, chat rooms, video games and cell phones have become part of everyday life. There is, therefore, pressure to reform Social Studies for global citizenship through multicultural-related curriculum.

Perspectives by Finn Jr, (2003); Ravitch, (2003); Lenning, Ellington and Porter, (2003); Ladson-Billings, (2003); Pang, Valle, (2004); Vinson and Ross, (2004) in Marker, (2014) provide limitless learning experiences for learners. The current global tension on nuclear race and religious fundamentalism, intercontinental migration, moral decadence, climate change, and a host of others, call for Social Studies and Civic Educators to reconsider the “what” and “how” they teach. The need for a “future-oriented perspective” to meet global demands cannot be overstated.

Social Studies Education instruction, today, rather than embracing a dialectical perspective, tends to be devoid of even the most basic elements of dialectics. Mallot and Pruyn in Ross (2004) argue that Social Studies Education is too often geared towards fostering obedience to authority through the memorization of disconnected facts in the preparation of standardized tests and curricula based on the values and beliefs of “supremacist, sexist, homophobic, capitalist society”. Social Studies Educators must endeavor to work to foster the development of a citizenry not only able to engage in debate and inquiry for social justice, but against the labour-capital relation, in particular, as well as, all the subsequent, dependent and ancillary forms of oppression and authority that serve capital.

Merryfield and Subedi (2014) acknowledge that the integration of knowledge of interconnectedness of the world and the complexity of its peoples, live experiences with people different from oneself and perceptual skills in perspective consciousness, open mindedness and resistance to chauvinism and stereotyping call for emphasis within the knowledge dimension, and assisting students to examine conflicting construction of

historical understandings and alternative explanations of inequities and interdependence of the world's social system.

In the experiential dimension, teachers are expected to help students to work cooperatively, with people from different cultures and experience, minority status and power, and to reflect over time, the implication of these experiences. It is hoped that individuals and groups will come to appreciate these differences and promote similarities. This is because through integration of global knowledge and cross-cultural experiences, students develop perceptual skills in empathy, open-mindedness and perspective consciousness, including the ability to explain an event or issue from multiple perspectives. This perspective is achieved through strategies adopted by teachers to decolonize the mind of students in the understanding of their world beyond the confines of their immediate cultures.

Activity 2

i. What is the role of Social Studies in social activities, and how can the teachers help children work together for the common good?

Consciousness and Social Activities

It should be noted that the perspective on consciousness enables the individual and groups to view themselves as global citizens because they are also aware that they have personal views of the world that is not universally shared. It is, therefore, important that one reflects on his/her own perspectives, the deep layers of values, norms and experiences that are accumulated through family and societal enculturation. Social Studies and Civic Educators must provide classroom activities that provide opportunities for students to interact among themselves as they attempt to solve human problems. Besides, students should be provided environment to explore histories, literature, and experiences of people across time and space. This approach will go a long way to helping students to appreciate that they must see history, and contemporary global systems through the eyes of others, even though they may not agree with them. This will enable

them appreciate that they must understand diverse and conflicting points of view locally and globally, if they are to understand and interact effectively within the world in which they live. Acquisition of cross-cultural communication and cooperative skills has become unavoidable because of inter-dependency.

In social development, the individual is assisted by the home and the community in the process of socialization. This is important because the moral and spiritual wellbeing of the individual is considered basic in the drive to develop him or her.

In order to help the individual overcome his or her social problems, social workers employ community development method. This method helps the social worker to have a proper understanding of the target group's fundamental values in order to employ the right strategies and techniques for the resolution of their social problems.

Activity 3

Why is consciousness important in social activities?

4.0 SUMMARY

Social activities involve a range of interactions between individuals and groups that promote inter-dependency and consciousness. Social Studies is said to possess the capacity to help children acquire the relevant consciousness that promotes the common good among citizens. Social Studies teachers are therefore, advised to employ the community development method towards the inculcation of consciousness.

5.0 ASSIGNMENT

Identify and explain social activities that are common in your community.

6.0 REFERENCE

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UNIT 5 CONSOLIDATION

CONTENT

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this unit
 - 2.2 Word Study
- 3.0 Main Content
- 4.0 Assignment
- 5.0 Summary
- 6.0 References

1.0 INTRODUCTION

The newness of social studies in Nigeria in general and Nigerian schools in particular cannot be overemphasized. This is because the relative newness of social studies in Nigeria in general and in Nigerian schools in particular, coupled with the varieties of persons, professional Social Studies Educators and non-professional or „generalist“ Social Studies personnel, who are associated with social studies have led to an „overdose“ of social studies definitions:. This is also why there is no generally accepted definition of Social Studies. Social Studies is gradually finding its way into the hearts of many Nigerians, especially students that are eager to make a difference in their society. This unit consolidates the meaning of social studies education, nation building, theories of nation building, and social activities and nation building.

2.0 OBJECTIVES

The unit would:

- conceptualize Social Studies and nation-building;
- identify and list theories of nation building; and
- discuss the place of social activities in Social Studies for nation building.

2.1 HOW TO STUDY THIS UNIT

Read through this unit and write down major points. Make sure you understand the difficult words you have identified by checking your dictionary or asking questions. Answer all questions in the activity.

2.2 WORD STUDY

National Development-as the “advancement (of a nation) from the lower, less satisfying, less stages of being to higher, satisfying and emancipating conditions it is used to denote whatever is done to rid a people (and their nation) of the stigma of backwardness”.

Sustained underdevelopment- as “holding very religiously, maintaining and continuously worsening development conditions that pitiably falls below acceptable level or standards as adjudged by functional indices of national development in actuality”.

3.0 MAIN CONTENT

Social Studies and Nation Building

Social Studies Education is field of study that emphasizes man’s relationship with his social, economic, political, physical, and psychological environments for effective acquisition of knowledge, attitudes, values, and skills, for personal and societal needs and aspirations.

Nation-building as “ the collective effort of all in relatively large group who have been brought together by a superior force or collective agreement to inhabit a more or less definite area or a common solidarity or national consciousness are continuously striving relentlessly to move the distinctive territory they are occupying as a country or nation and their own-community of persons from more or less comfortable stage of development and a living standards to higher or better stage in all facets of national life”.

Activity 1

Describe Social Studies Education and Nation Building.

National ideological theory of nation-building:

Ideology is an important terminology in nation-building. No nation can achieve nation-building without inculcating in citizens the national ideologies that are specific to it (the nation). Mezieobi and Philips (2016:60-61) succinctly noted that “meaningful nation-building is predicted on ideological foundation”.

Self-reliance theory of nation-building:

Self-reliance is an important concept that any nation striving to achieve nation-building in as much as some countries of the world including Nigeria have gained independence, they are still struggling with neo-colonialism without self-reliance, exploitation of nations would continue indirectly by their former colonial principals.

The modernization theory of nation-building:

Modernization is taking over all parts of the world. The mentality of people is geared towards living a modern life, in a modern world. Mezieobi and Philips (2016:62) put it that “this theory of nation-building holds that nation-building is a function of the “transition” (Nwaneri, 1985:5) or transformation from a traditional society to a modern society with changes in all spheres of life such as “government, the family, education, religion, and social organizations, a shift from rural to urban living, and changes in knowledge, beliefs, values, self-conceptions and ways of life” (Biesarie and Biesanz, 1973:444)”.

Social mobilization theory of nation-building:

Social mobility is simply the movement of an individual from one social class to the other. Mezieobi and Philips (2016:64) averred that social mobilization for nation-building entails that the entire Nigerian citizenry to address the changes of nation-building and defined social mobilization as a systematized process of social aggregation or integration of people of diverse interests, persuasions, commitment for a patterned attitudinal re-

socialization or reorientation towards articulately prescribed and collectively shared goal (i.e. nation-building) or ideology, with institutionalized strategies for its realization

National integration theory of nation-building:

Okobia (1984:7) referred to national integration as “a state of fusion or harmonious interaction and interrelation of persons and groups (within a nation) to make them an identifiable single entity with common goals” Nation-building needs a nation’s togetherness to be achieved. When a people are not together, it is difficult to experience nation-building because planning and implementation can never be effective.

The popular Comfort-ability theory of nation-building: Every nation of the world strives towards making its population comfortable. Mezieobi (1995:5-3) states that “striving for survival by Nigerians in poverty is responsible for the perpetuated vices and negative values, socio-political and economic apathy, incessant ignoring, and lack of commitment to all(nation-building) efforts, indiscipline, dishonesty, lack of respect for law and order, greed, aggressiveness and antagonism militating against(nation-building). The struggle for survival in Nigeria is not an easy task especially in a country without the interest of its citizens, the leaders are selfish, corrupt, greedy, and device means of enriching themselves, the poor get poorer and the rich get richer. What is the hope of the common man? That is the question on the lips of every Nigeria.

Consensual theory of nation-building:

Mezieobi and Philips (2016:67) pinpointed that “the concern of this theory is that nation-building aspirations and efforts would come to a naught if the consent of the people is not bought and obtained”. This means that opinion pools should be organized and the peoples’ ideas and suggestions should be put into consideration in the nation-building process.

Organism theory of nation-building:

Ezegbe, (1994:69) stated that “Spencer likened society to a living organism which has various organs, all working together for the livelihood of the organism”. It is important to note that no organ functions effectively without the help of the other. Nation-building entails every organ of a nation (including the government and the masses „citizens“) putting hands and making efforts together.

Activity 2

Explain any five theories of nation-building in Nigeria.

The purposes of Social Studies, Civic and Security Education curriculum are for cultural transmission, political stability, and critical thought. This is because the proper aim of Social Studies, Civic and Security Education is effective citizenship. This involves what Barr, Barth, and Shermis (1977), and Thornton (2004) refer to as, “the preparation of young people so that they possess the knowledge, skills and values necessary for active participation in the society. The emphasis here is on teaching content, behaviors and values that question and critique standard views that call for a globalized society.

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Activity 3

Discuss the place of Social Studies in Social activities for nation building.

4.0 SUMMARY

This unit has conceptualized a nation and Nation-building. The unit also looked at Nigeria as a nation, and schools of thought on nation-building. Social activities involve a range of interactions between individuals and groups that promote inter-dependency and consciousness. Social Studies is said to possess the capacity to help children acquire the relevant consciousness that promotes the common good among citizens. Social Studies teachers are therefore, advised to employ the community development method towards the inculcation of consciousness.

5.0 ASSIGNMENT

Discuss the place of Social Studies in social activities for nation building.

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ANSWER TO ACTIVITIES AND ASSIGNMENTS

SSE412: SOCIAL STUDIES EDUCATION AND NATION BUILDING: THEORIES, PROBLEMS AND PROSPECTS

UNIT 1

Activity 1

Meaning of Social Studies Education

A field of study that emphasizes man's social, economic, political, physical and psychological environments for effective acquisition of knowledge, attitudes, values, and skills for personal and societal needs and aspirations.

Activity 2

Goals of Social Studies Education: As stated by Mezieobi, Fubara, and Mezieobi (2015) include:

- Skills goals.
- Socio-political activism goals.
- Pupil self-enhancement goals.
- Citizenship transmission goals.
- Affective goals.
- Reflective thinking goals.
- Didactic acknowledgement and information goals.

Activity 3

Characteristics of Social Studies Education:

- Knowledge based.
- Integrative.
- Societal based.

- Interactive.
- Activity based.
- Citizenship based.
- Reflective or inquiry based.
- Skills based.

Activity 4

Scope of Social Studies Education: include the following:

- Content tailored towards society.
- Historical perspectives.
- Social sciences as sources of content.
- Skills and competences.
- Attitudes and values.
- Institution and interaction.

Assignment

Accept any relevant discussion on the identified scope of Social Studies Education.

UNIT 2: Nation and Nation Building

Activity 1

- **Nation:** is a relatively large group of people inhabiting a more or less definite area, and having enough in common language, religion, history, etc.
- **Nation-building:** A concerted or collective effort of citizens of a nation to improve their standard of living.

Activity 2

Nigeria as a Nation: Viewed as an independent and sovereign country occupying a specific land area and freedom to use her resources to improve the standard of living of the people.

Activity 3

Accept any relevant discussion on any three schools of thought on nation-building.

Assignment

A nation is a relatively large area occupied by a relatively large group of people who share common interest in social, economic, political and cultural affairs.

Nation-building, on the other hand, is the collective efforts of the people who occupy a common land area and sharing common interest for the improvement of the standard of living.

UNIT 3: Activity 1

Theories of Nation Building include:

- i. Organism theory of building.
- ii. Consensual theory of nation building.
- iii. Comfort-ability theory.
- iv. National integration theory.
- v. Social mobilization theory.
- vi. Modernization theory.
- vii. Self-reliance theory.
- viii. National ideological theory.

(Accept relevant explanations of any five of the theories).

Activity 2

Patterns of Nation Building

- Knowledge of the ideological framework.
- National integration and unity.
- Knowledge of constitution.
- Use of military revolution.
- Educational transformation.

- Research and professional influence.
- Quaintly writers and publishers.
- Opening up of satellite towns.
- Neck-deep dependencies on countries in the global world.
- National conference and debate.
- National ideology.
- Role models.
- Effective conflict resolution strategies.
- Stable democracy, etc.

Activity 3

Role of Social Studies Education

- Provision of integrated knowledge.
- Inculcation of positive attitudes, values, and skills for national integration and utility.
- Providing knowledge and understanding of the national objectives.
- Providing environment for achieving human rights.
- Promoting community-based participation etc.

Assignment

Accept any relevant review of any recommended Social Studies Education textbook on nation building.

UNIT 4: Social Activities and Nation

Building Activity 1

- Social activities as a tool building in which individuals come into contact with one another in an effort to improve standard of living.
- Society has all that it needs to develop.
- Inter-dependency facilitates effective mobilization of citizens.

Activity 2

- Social Studies in Social activities promote cultural transmission, political stability and critical thinking.
- Social Studies prepare young citizens to acquire relevant knowledge, skills and values necessary for effective participation in the society.
- Social Studies strategies and techniques, equip young people to utilize modern communication equipment that exposes them to the globalized world.
- Social Studies promote the environment for debate and inquiry into social issues and problems for social justice.
- Social Studies teachers promote cooperative learning that helps young learners interact and share ideas.
- Teachers must work or teach to decolonize the minds of the learners in the understanding of their world beyond the confines of their immediate cultures.

Activity 3

- **Personal and National Consciousness:** Enable the individual and groups to view themselves as global citizens.
- Learners are provided environment to explore histories, literature, and experiences of people through case studies and research reports.

Assignment

Students to write 5-page report on social activities that are common in their localities and how they promote consciousness.

UNIT 5 CONSOLIDATION

Activity 1 Meaning of Social Studies and Nation Building

- Social Studies Education as a Field of Study that emphasizes man's relationship with the social economic, political and, physical and psychological environments for personal and societal needs and aspirations.
- Nation building as the collective effort of all community members in relatively large social group who have agreed to live together to improve their standard of living.

Activity 2

Accept any relevant explanations of any five of the theories of nation building discussed in this unit.

Activity 3

- Social Studies in Social activities promote cultural transmission, political stability and critical thinking.
- Social Studies prepare young citizens to acquire relevant knowledge, skills and values necessary for effective participation in the society.
- Social Studies strategies and techniques, equip young people to utilize modern communication equipment that exposes them to the globalized world.
- Social Studies promote the environment for debate and inquiry into social issues and problems for social justice.
- Social Studies teachers promote cooperative learning that helps young learners interact and share ideas.
- Teachers must work or teach to decolonize the minds of the learners in the understanding of their world beyond the confines of their immediate cultures.

Assignment

- Social Studies in Social activities promote cultural transmission, political stability and critical thinking.
- Social Studies prepare young citizens to acquire relevant knowledge, skills and values necessary for effective participation in the society.
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