

# LESSON PLANS FOR SOCIAL SCIENCES.

## FOREWORD.

In order to assist teachers in schools, so that they are more articulate and spot on in preparing lessons that are NCS compliant ,the Curriculum Chief Directorate together with the Districts have embarked on a programme to prepare lessons and assessment tasks that are based on the work schedule. These cover the period until the end of the second term. The focus is on Intermediate and Senior Phase.

It is envisaged that this effort would be of assistance especially to those teachers who either still have challenges with preparation of lesson plans , or are still uncertain as how to prepare lesson plans that are rooted in Learning Outcomes and assessment Standards.

To facilitate understanding and implementation of these lesson plans, it is strongly advised that Subject Advisors in their respective districts must mediate these.

Since these lesson plans are not cast on stone , teachers are therefore urged to adapt them so that they make sense and also make them as user friendly as possible in order to answer to learning and teaching environments that vary from place to place and from time to time.

As much as possible, great care has been taken that these lesson plans and assessment tasks cover both History and Geography almost equally, in all affected grades. Therefore , teachers should always try however hard, to strike this balance when teaching.

We further urge teachers to always refer to the National Curriculum Statement, Training Manuals, Teacher's Resource Books, and any other Learner Teacher Support Material when preparing lessons.

Also , teachers should always use a variety of textbooks and even go that extra mile of browsing through the Internet whenever possible in order to access up-to-date information.

If we can try all these methods consistently, we can without doubt produce lessons of good standard.

GRADE 4 LESSON PLANS

TERM 2

LEARNING AREA : SOCIAL SCIENCES9(HISTORY)

GRADE : 4

DURATION : 4 Hours

CONTENT : History of transport and travel overtime

KEY QUESTIONS : What forms of transport were used in the olden days?

What forms of transport are used nowadays?

Selected LOs and ASs	Integration	Teaching and Learning Activities	Details of assessment	Resources	Barriers to learning
<p>LO 1 Historical enquiry AS 1:Records and organises information from a variety of sources(e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums)[works with sources] AS 2:Ues information from sources to answer questions about people, events, objects and places in the past</p>	<p>LO1 Geo AS 1 AS 6  LO 3 Lang AS 3 3.5 3.6 6.1 6.2</p>	<p><u>Activity 1</u> The teacher together with learners brainstorming the term ‘transport’</p> <ul style="list-style-type: none"> <li>• What is transport used for? Learners discuss how they got to school that day.</li> </ul> <p><u>Activity 2 : Forms of transport</u> 2.1 The teacher introduces to learners 3 forms of transport, namely land, air and water transport The teacher brings a collage showing well illustrated forms of transport 2.2 Learners are given <b>case studies</b> (extracts) which have land, air and water form of transport. The teacher helps learners to read</p>	<p><b>Forms:</b> Written class works Home works Research Case Study</p> <p><b>Method</b> Teacher Peer</p> <p><b>Tool</b> Marking memo Marking rubric (for research)</p>	<p>Flip charts  Textbooks</p>	

<p>AS 3:Communicates knowledge and understanding in a variety of ways, including discussion, writing a paragraph, constructing a book, collage, poster, artwork, drama, dance and music [communicates the answer]</p>		<p>and understand the case study. Learners <b>identify</b> hardships, difficulties and dangers around each form of transport  <u>Activity 3 : Advantages of earliest forms of transport</u>  3.2The teacher brings a flipchart with a wheel showing forms of transport dating from 200 years backwards. Learners <b>identify</b> forms of transport in the wheel (chart). The teacher <b>explains</b> the uses of forms of earliest transport shown in the chart.  3.3 In Classwork, learners <b>list</b> the advantages of earliest transport  <u>Activity 4 : Disadvantages of earliest forms of transport</u>  The teacher brings a chart showing types of earliest transport and the hours they travelled per day (which is 24 Hours)With the assistance of the teacher, learners <b>orally discuss</b> the disadvantages of using earliest forms of transport.  <u>Activity : 5 : Latest forms of transport</u>  4.1 Learners <b>list</b> modern forms of transport used when travelling  4.2 With the assistance of the teacher, learners discuss the advantages of latest forms of transport  <u>Activity 6: Uses of transport</u>  The teacher groups learners and gives each group two forms of modern transport, learners <b>identify</b> the uses of those forms of transport</p>			

<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Discussion</li> <li>• Communication</li> <li>• Participative listening</li> </ul>	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Forms of transport</li> <li>• How to avoid accidents</li> </ul>	<b>VALUES AND ATTITUDES</b> <ul style="list-style-type: none"> <li>• Patience</li> <li>• Tolerance</li> </ul>
Expanded opportunities		
Reflections		

TERM 2

LEARNING AREA : SOCIAL SCIENCES(HISTORY)

GRADE : 4

DURATION : 7 Hours

CONTENT : History of transport :

KEY QUESTIONS : How to conduct Research Project?

Selected LOs and ASs	Integration	Teaching and Learning Activities	Details of assessment	Resources	Barriers to learning
<p>LO 1 Historical enquiry AS 1:Records and organises information from a variety of sources(e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums)[works with sources] AS 2:Ues information from sources to answer questions about people, events, objects and places in the past</p>	<p>LO1 Geo AS 1 AS 6</p> <p>LO 3 Lang AS 3 3.5 3.6 6.1 6.2</p>	<p><u>Activity 1: Strategies of conducting a research project</u> The teacher equips the learners on how to conduct a research. The following aspects are highlighted:</p> <ul style="list-style-type: none"> <li>• Identification of a topic question</li> <li>• Identification of resources</li> <li>• Formulation and filling in of questionnaire</li> <li>• Identification of resource persons</li> <li>• Approaching the interviewees</li> <li>• How to conduct themselves during the interview</li> <li>• How to take notes, write summary</li> </ul> <p><u>Activity 2</u> Issuing of consent forms. The teacher explains</p>	<p><b>Forms</b> Research Case Study</p> <p><b>Method</b> Teacher Peer</p> <p><b>Tool</b> Marking memo Marking rubric (for research</p>	<p>Older people Photocopied extracts Consent forms</p>	

<p>AS 3:Communicates knowledge and understanding in a variety of ways, including discussion, writing a paragraph, constructing a book, collage, poster, artwork, drama, dance and music [communicates the answer]</p>		<p>aspects that appear in the consent forms. Learners are given a chance to ask questions for clarity purposes. <u>Activity 3: Research</u> Research about causes of road accidents and how they can be reduced. They are encouraged to get information from the print media and people around them(interviews) The teacher together with learners, <b>design</b> a questionnaire addressing research about causes of road accidents and how to reduce them <u>Activity 3</u> Learners <b>conduct individual</b> research through interviews and reading of print media Research topic : Causes of road accidents and how they can be reduced. <u>Activity 4</u> Learners <b>present</b> their research to the teacher , later they discuss their research experience and findings</p>			
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Discussion</li> <li>• Communication</li> <li>• Participative listening</li> <li>•</li> </ul>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Forms of transport</li> <li>• How to avoid accidents</li> <li>•</li> </ul>		<p><b>VALUES AND ATTITUDES</b></p> <ul style="list-style-type: none"> <li>• Patience</li> <li>• Tolerance</li> <li>•</li> </ul>		
Expanded opportunities					
Reflections					

TERM 2

LEARNING AREA : SOCIAL SCIENCES9(Geography)

GRADE : 4

DURATION : 7 Hours

CONTENT : Resources and services within a settlement

KEY QUESTIONS : What is a resource?

What are renewable and non-renewable resources?

What are services?

Selected LOs and ASs	Integration	Teaching and Learning Activities	Details of assessment	Resources	Barriers to learning
LO 3 Geo AS1:Identifies issues associated with resources and services in a particular context[identify the issue] AS2:Identifies the factors that influence why some people have better access to resources compared to others in a particular context [factors affecting the issue] AS3: Suggests ways to	LO 1 Hist AS1-3	<u>Activity 1</u> The term ‘resource’ is explained by the teacher. With the assistance of the teacher, learners brainstorm and come up with examples of renewable, non-renewable and natural resources <u>Activity 2</u> The teacher explains importance of land as a resource. The teacher brings a collage/poster showing how human beings and animals suffer due to negative use of land. In groups, learners discuss factorsl(issues) that contribute to abuse of resources <u>Activity 3</u> The teacher brings to class 2 pictures showing a rural settlement and urban settlement.	<u>Forms</u> Classwork Test  <u>Method</u> Teacher  <u>Tool</u> Question Paper Memo	Newspaper cuttings Textbooks Photocopied case studies Worksheets	

<p>improve access to resources in a particular context [makes choices]</p>		<p>Learners must <b>compare</b> the 2 pictures <b>identify</b> similarities and differences.</p> <p>Looking at the pictures the teacher identifies factors that influence why people have better access to resources and services than others giving reasons like: Colonial rule apartheid system which led to hunger diseases, illiteracy unemployment, lack of health care etc..</p> <p>3.2 The teacher gives learners 2 case studies. The first story is based on a person staying in a rural area and the second one is based on a person staying in an urban area .Once the learners have read them they must identify services available in each area looking at the table below.</p> <table border="1" data-bbox="696 767 1137 1386"> <thead> <tr> <th data-bbox="696 767 842 916">Service</th> <th data-bbox="842 767 987 916">Rural Areas Case study</th> <th data-bbox="987 767 1137 916">Urban Areas Case study</th> </tr> </thead> <tbody> <tr> <td data-bbox="696 916 842 951">Sewerage</td> <td data-bbox="842 916 987 951">No</td> <td data-bbox="987 916 1137 951">Yes</td> </tr> <tr> <td data-bbox="696 951 842 1026">Rubbish removal</td> <td data-bbox="842 951 987 1026"></td> <td data-bbox="987 951 1137 1026"></td> </tr> <tr> <td data-bbox="696 1026 842 1099">Telephone</td> <td data-bbox="842 1026 987 1099"></td> <td data-bbox="987 1026 1137 1099"></td> </tr> <tr> <td data-bbox="696 1099 842 1136">Electricity</td> <td data-bbox="842 1099 987 1136"></td> <td data-bbox="987 1099 1137 1136"></td> </tr> <tr> <td data-bbox="696 1136 842 1209">Public transport</td> <td data-bbox="842 1136 987 1209"></td> <td data-bbox="987 1136 1137 1209"></td> </tr> <tr> <td data-bbox="696 1209 842 1284">Public library</td> <td data-bbox="842 1209 987 1284"></td> <td data-bbox="987 1209 1137 1284"></td> </tr> <tr> <td data-bbox="696 1284 842 1386">Medical service/Hospital/CI</td> <td data-bbox="842 1284 987 1386"></td> <td data-bbox="987 1284 1137 1386"></td> </tr> </tbody> </table>	Service	Rural Areas Case study	Urban Areas Case study	Sewerage	No	Yes	Rubbish removal			Telephone			Electricity			Public transport			Public library			Medical service/Hospital/CI					
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inic											
School											
<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Comparing</li> <li>• Reading</li> <li>• Writing</li> <li>•</li> </ul>		<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Renewable and non renewable resources</li> <li>• Services</li> <li>•</li> </ul>	<b>VALUES AND ATTITUDES</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>•</li> </ul>								
Expanded opportunities:											
Reflections:											

TERM 2

LEARNING AREA : SOCIAL SCIENCES9(HITORY)

GRADE : 4

DURATION : 7 Hours

CONTENT : Learning from leaders from all spheres of life

KEY QUESTIONS : How did leaders lead now and then?  
What are the characteristics of a good leader?

Selected LOs and ASs	Integration	Teaching and Learning Activities	Details of assessment	Resources	Barriers to learning
<p>LO 2 Historical knowledge and understanding</p> <p>AS1 : Use common words and phrases relating to the passing of time (e.g. old, new, before, after, months, years)[chronology and time]</p> <p>AS 2 : Give reasons for and explains the results of actions of people in the past in a given context[cause and effect]</p> <p>AS 3: Identifies similarities and differences between past</p>	<p>Geo : LO 1 AS 1 AS 6</p> <p>Lang LO 3 AS 3.5 AS3.6 AS6.2</p>	<p><b><u>Activity 1</u></b></p> <p>1.1 The teacher ask questions to establish whether learners understand the term 'leadership'. After listening to their responses, the teacher gives them a definition.</p> <p>1.2 In groups, learners define the following concepts/words: sincerity, responsibility, commitment, selflessness, team player, accountability, integrity. They write a sentence to show that they understand the meaning.</p> <p><b><u>Activity 2</u></b></p> <p>2.1 Learners are introduced to the concept of time. They identify activities that happened 'today', 'yesterday' and 'tomorrow', in their</p>	<p><b><u>Forms</u></b></p> <p>Classworks Case Study/Contextual Analysis Homeworks</p> <p><b><u>Method</u></b></p> <p>Teacher Group</p> <p><b><u>Tools</u></b></p> <p>Question paper Marking memo</p>	<p>Textbooks Photocopied case studies A4 paper Koki pens</p>	

<p>and present ways of doing things in a given context[similarity and difference]</p>	<p>daily lives. Learners identify leaders who are currently (now) leading in their communities, churches and other organisations. Learners identify leaders who were leading 'then'</p> <p>2.2 Learners read a case-study which deals with three leaders: Nelson Mandela, Lillian Ngoyi, Verwoed and Mahatma Gandhi and others(expand your choice to include religious leaders as well)</p> <p>2.3 Learners make a list of the most important dates in the lives of the three leaders they learnt about in the case study.</p> <p>2.4 Learners draw a time line starting in 1930 to 1994 on which they indicate the important dates in the lives of these three leaders.</p> <p><b><u>Activity 3</u></b> In groups, learners, through use of the case study, discuss the reasons for Mahatma Gandhi to use 'passive resistance'(satyagraha). The teacher explains that this was not an action of cowardice. Learners discuss/evaluate outcomes of Ghandi's passive resistance.</p> <p><b><u>Activity 4</u></b> Teacher provides learners with a collage showing how leaders express themselves to the nation/followers in the current years. Learners identify and discuss similarities and differences between past and present ways of showing dissatisfaction to the government.</p>			
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		<p><b>Activity 5</b> : Qualities of a good leader          In groups, learners discuss what they think a good leader is. They indicate character traits that these leaders should have. One learner reports back to the class. While one reports, another learner writes the traits on the board/flip chart. Learners look at all traits listed and decide on the three most important traits. Learners underline traits that were mentioned by all/most groups. These are the important traits. The teacher gives a concise summary of qualities of a good leader.</p> <p><b>Activity 6</b>          As individuals, learners make poster of the three important leadership traits. They display three best posters on the classroom wall</p>			
<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Discussion</li> <li>• Poster making</li> <li>• Listening</li> <li>•</li> </ul>		<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Qualities of good leader</li> <li>• Concept of time</li> <li>• Passive resistance</li> <li>• Apartheid</li> <li>• Passive resistance</li> <li>•</li> </ul>		<b>VALUES AND ATTITUDES</b> <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Empathy</li> <li>•</li> </ul>	
Expanded opportunities:					
Reflections:					

TERM 2

LEARNING AREA : SOCIAL SCIENCES(HISTORY)

GRADE : 4

DURATION : 2 Hours

CONTENT : Youth leaders

KEY QUESTIONS : What is the part played by youth in the political freedom of SA?

Selected LOs and ASs	Integration	Teaching and Learning Activities	Details of assessment	Resources	Barriers to learning
<p>LO 2 Historical knowledge and understanding</p> <p>AS 2 : Give reasons for and explains the results of actions of people in the past in a given context[cause and effect</p>	<p>Geo : LO 1 AS 1 AS 6</p> <p>Lang LO 3 AS 3.5 AS3.6 AS6.2</p>	<p><b><u>Activity 1</u></b> Learners identify learner leaders in their school. They explain how these learners are elected. Learners discuss the roles and responsibilities of learner leaders</p> <p><b><u>Activity 2</u></b> Learners are given 2 a case studies, one is about learners during the 1970's, forced to study other subjects through the medium of Afrikaans, which was not their mother tongue and only spoken in SA. The second case study is about the learner from Swaziland/Lesotho/Kenya who was studying using English/or their mother tongue as a medium of instruction</p>	<p><b><u>Forms</u></b> Classworks Case Study/Contextual Analysis Homeworks</p> <p><b><u>Method</u></b> Teacher Group</p> <p><b><u>Tools</u></b> Question paper Marking memo</p>	<p>Photocopied case studies Questionnaire Old people</p>	

		<p><b>Activity 3</b> The teacher divides learners into pairs. One learner assumes the role of the interviewee, the other one the role of the interviewer. Learners simulate 1976 youth uprisings. Questions to be asked will be based on the feelings, experiences and attitudes of the learner during that time.</p> <p><b>Activity 4</b> The teacher give learners homework to go and write a summary about the attitudes, feelings and experiences of the learners during the 1970s based on the case study they have read in the class.</p>			
<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Research</li> <li>• Interviewing</li> <li>• Participative listening</li> <li>• Independent reading</li> <li>• Simulation</li> <li>•</li> </ul>		<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Uprising</li> <li>• Apartheid</li> <li>• Elections</li> <li>•</li> </ul>		<b>VALUES AND ATTITUDES</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Sharing</li> <li>• Tolerance</li> <li>•</li> </ul>	
Expanded opportunities:					
Reflections:					

TERM 3

LEARNING AREA : SOCIAL SCIENCES(Geography)

GRADE : 4

DURATION : 5 Hours

CONTENT : Major world religions in South Africa

KEY QUESTIONS : What are the major religions of the world?  
What are their practices and festivals?

Selected LOs and ASs	Integration	Teaching and Learning Activities	Details of assessment	Resources	Barriers to learning
LO 3 : Historical interpretation AS 1: Recognises that there can be two points of view about the same event in the past [source interpretation] AS 2 : Selects and gives reasons for the selection of objects which represent an aspect of the past of the local area being studies[representation of the past]	LO 1 Geo AS1 AS 2 AS6 LO 3 Lang AS 3.5 AS 3.6 AS 6.1 AS 6.2	<p><b><u>Activity 1</u></b>            The teacher introduces the lesson by asking learners to mention the types of religions they know. The teacher indicates that the Bill of Rights in the constitution protects our right to practise our religion. The teacher further mentions other types of religions that are not known by learners. These are inter alia, Christianity, Judaism, Islam, Buddhism, Hinduism, African Traditional Religion and Muslim</p> <p><b><u>Activity 2</u> : Christianity</b>  <b>Learners answer the following questions in their daily activities book:</b></p> <ul style="list-style-type: none"> <li>• <b>When do Christians celebrate the birth of Jesus?</b></li> <li>• <b>What is the main symbol of</b></li> </ul>	<p><b><u>Forms</u></b>            Class exercises            Research project</p> <p><b><u>Method</u></b>            Teacher</p> <p><b><u>Tools</u></b>            Marking rubric            Questions and memo</p>	Bill of rights Textbooks	

		<p style="text-align: center;"><b>Christianity?</b></p> <p><b>Learners write three things they would do at Christmas time if they were Christians</b></p> <p><b>Learners design a greeting card to a Christian friend at Christmas.</b></p> <p><b>The teacher makes a summary about Christianity and give learners some notes from various sources.</b></p> <p><b><u>Activity 3 : Judaism</u></b></p> <p>3.1 Learners read an extract taken from a textbook(which is a secondary source), the extract is about Judaism. From it, they find out more about the Jewish festivals, and Jewish practices.</p> <p>3.2 Learners design a greeting card to send to a Jewish friend for a Jewish New Year.</p> <p><b><u>Activity 4 : Islam</u></b></p> <p>4.1 Learners read an extract taken from a textbook(which is a secondary source), the extract is about Islam. From it, they find out more about the Islam festivals, and Islamic practices.</p> <p>4.2 Learners design a greeting card to send to a Islam friend for a Islam New Year.</p> <p><b><u>Activity 5: Buddhism</u></b></p> <p>5.1 Learners read an extract taken from a textbook(which is a secondary source), the</p>			
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	<p>extract is about Buddhism. From it, they find out more about the Buddhism teachings,practices.</p> <p>5.2 Learners design a Buddhism wheel of life</p> <p><b><u>Activity 6 : Hinduism</u></b></p> <p>6.1 Learners read an extract taken from a textbook (which is a secondary source), the extract is about Hinduism. From it, they find out more about the Hindu teachings, practices and celebrations e.g. Deepavali, Navaratri etc</p> <p>6.2. Learners mention 3 Hindu important gods and which aspect of the universe each god represents.</p> <p><b><u>Activity 7 : African traditional religion</u></b></p> <p>7.1 Learners read two sources(case study) which talk about African traditional religion. These sources are written by different authors. Source A talks negatively about this religion and is written by an author who does not practice this religion. Source B talks positively about the this religion and is written from the African perspective.</p> <p>7.2 Learners interpret the sources by identifying areas where the two authors differ and why.</p> <p><b><u>Activity 8</u></b> Learners are given stickers bearing information related to the different religious practices, they</p>			
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		<p>must paste them against the relevant religion in a table drawn by the teacher</p> <p><b><u>Activity 9</u></b> Learners given a research task to enquire(through oral tradition and in print media) about reasons for selection of some key objects when a ritual is performed in an African traditional religion.</p> <p><b><u>Activity 10</u></b> Learners communicate their findings through written and oral presentation</p>			
<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Comparison and contrast</li> <li>• Enquiry/research</li> <li>• Communication</li> <li>•</li> </ul>		<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Religions of the world</li> <li>• Religious festivals</li> <li>•</li> </ul>		<b>VALUES AND ATTITUDES</b> <ul style="list-style-type: none"> <li>• Tolerance</li> <li>•</li> </ul>	
Expanded opportunities:					
Reflections					

TERM 1

MAP WORK

LEARNING AREA : SOCIAL SCIENCES(GEOGRAPHY)

GRADE : 4

DURATION : 4 Hours

CONTENT : Sources, Symbols and Keys

KEY QUESTIONS :  
 1. What are sources?  
 2. What are symbols?  
 3. What is a key?

Selected Los and Ass	Integration	Teaching and Learning Activities	Details of assessment	Resources	Barriers to learning
LO 1 : Geo enquiry AS 1 : Identify information from various sources e.g. maps, atlases and books [find sources] AS 2 : Organises information under given headings [works with sources] AS 3 : Identify symbols used in different kinds of	LO 1: Hist enquiry AS : 1-3	<p><b><u>Activity 1</u></b>                      Learners explain what they think a map is. Pictures which explain the meaning of the map are used by the teacher to introduce Mapwork.</p> <p><b><u>Activity 2</u></b>                      Learners are given political maps, relief and topographic maps to identify information they see on these maps. Learners will identify keys, symbols etc</p> <p><b><u>Activity 3</u></b>                      Teacher take learners outside the classroom, they observe the features around them.</p>	Forms Classworks Test  Method Teacher  Tools Question paper Marking memo	Maps Globe Textbook	

<p>maps (including plan view, grids and map keys) [works with sources]</p> <p>AS 6 : Uses information from sources (including own observations) to answer questions about people and places (e.g. 'Why is it like that?') [answers the question].</p> <p>AS 7 : Uses geographical and environmental concepts and terms to report on enquiries in different ways (e.g. writing a paragraph, using a poster, artwork)[communicates the answer]</p>		<p>Learners identify man-made/constructed/artificial features and natural/physical features.</p> <p><b>Activity 4</b> The teacher leads learners to represent features they have seen outside. Learners write features and draw symbols next to the relevant feature.</p> <p><b>Activity 5</b> Learners categorise the symbols into Natural, Physical and Political features.</p> <p><b>Activity 6</b> Learners draw a plan of football field/netball field and show all the keys</p>			
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Identification</li> <li>• Drawing</li> <li>• Categorising</li> <li>•</li> </ul>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Sources</li> <li>• Symbols</li> <li>• Keys</li> <li>• Orthophoto maps</li> <li>•</li> </ul>		<p><b>VALUES AND ATTITUDES</b></p> <ul style="list-style-type: none"> <li>• Sharing</li> <li>•</li> </ul>		
Expanded opportunities:					
Reflections:					

TERM : 1  
 LEARNING AREA : SOCIAL SCIENCES(Geography)  
 GRADE : 4  
 DURATION : 5 Hours  
 CONTENT : MAPWORK  
 KEY QUESTIONS : What are sources  
                           What are symbols  
                           What is a key  
                           How many continents are there  
                           Identify different kinds of maps

Selected Los and Ass	Integration	Teaching and Learning Activities	Details of assessment	Resources	Barriers to learning
LO 1 Geo enquiry AS 4:Locates places using a simple grid referencing system and directions[works with sources] AS 5:Identifies important political boundaries aand key human and physical features on a large-scale	LO 1 :Hist AS 1-3  LO 3 : Lang AS 3.5 AS 3.6 AS 6.1 AS 6.2	<p><b><u>Activity 1</u></b>            The teacher indicates that South Africa is divided into nine provinces            A chart with blank map of South Africa is used.            In groups, learners identify provinces of South Africa on the map. Learners identify capital towns of each province</p> <p><b><u>Activity 2</u></b>            The teacher will bring a chart with drawing of</p>	<p><b><u>Forms</u></b>            Classwork            Test</p> <p><b><u>Methods</u></b>            Teacher</p> <p><b><u>Tool</u></b>            Marking memo</p>	Map of South Africa Map of the World Map of Eastern Cape	

<p>maps[works with sources]</p>		<p>SA map, showing provinces. The teacher collects and brings old newspaper articles about SA to class. Learners stick the news items on the relevant provinces where the events happened.</p> <p><b>Activity 3</b>  The teacher brings a map of SA showing provinces and tourist attractions.</p> <p>3.1  Learners identify Eastern Cape on the map. They identify provincial capital town, country/provinces sharing borders with Eastern Cape, and also aspects that attract tourists in our province</p> <p>3.2  Learners identify physical, man-made and political features on the SA map. They focus first on the Eastern Cape province, and later on the SA map as a whole</p> <p>3.3  Learners are pictures of people dressed in traditional attires , they must match the pictures with provinces they are likely to find out these people</p> <p>3.4  Teacher bring to class printed names of all S A premiers  Learners cut and match the S A provinces with their Premiers</p> <p>3.5</p>			
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		<p>Learners are given a S A physical map which shows information about the land such as mountains rivers lakes deserts etc.</p> <p>Learners are divided into groups , each group is given a different concept to identify (rivers , mountains cities oceans etc )Learners develop a paragraph and</p>			
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		<p>present their findings to the class .</p> <p><b>Activity 4</b> Teacher brings to class map of Africa. 4.1</p>			
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		<p>Learner identify countries that border South Africa in the northern part of the country 4.2 Learners identify and write countries that appear on an African map.</p> <p><b>Activity 5</b> The teacher brings a globe and map of the world to the classroom , from it the teacher identifies continents, oceans and currents , then the teacher introduces the learner to the equator, northern and southern hemisphere. 5.1 Learners are given a chart with world map drawing , from it they identify 6 continents of the world 5.2 Learners are divided into pairs then the teacher give them photocopies of blank world map , from it they label the names of oceans and ocean currents.</p> <p>Activity 6 Learners are given a world map bearing numbers representing place names . Learners must write down the appropriate names for all places against each number as appearing on the map.</p>			
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<b>SKILLS</b> <ul style="list-style-type: none"> <li>• Organise information</li> <li>• Identification of symbols and boundaries</li> <li>• Location of places</li> <li>• Observation</li> <li>• Use of geographical and environmental concepts</li> </ul>		<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Map symbols</li> <li>• Directions</li> <li>• Features</li> <li>• Map of SA</li> <li>• Map of the World</li> <li>• Map of Africa</li> <li>• Continents, oceans, countries, provinces, cities and boundaries</li> </ul>		<b>VALUES AND ATTITUDES</b> <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Tolerance</li> </ul>	
Expanded opportunities:					
Reflections:					

### **RESEARCH TOPIC**

You have studied about transport, road transport in particular. There is a general understanding that road transport is the cheapest and easily accessible form of transport to the South African public and our local area in particular. Although this transport has improved over time, it appears that more people die in road accidents.

Conduct a research or enquiry about the causes of traffic accidents, the impact of these accidents to the local communities and come up with some suggestions on how to curb these accidents on our roads so as to popularise road transport. Make sure that you include a chart or graph indicating the death statistics per province.

**Resources:** It is compulsory that you get a questionnaire from the teacher and interview two or more adults/persons. Two books/magazines should also be consulted. The local newspaper with statistics should also be consulted. This is available from the teacher on request.

The responses taken / received from interviewees together with gathered information from other resources should be compiled in form of paragraphs. Relevant extracts, pictures and illustrations-well labelled, should be inserted/attached next to the appropriate text(paragraph).

Your research should be 4(A4) pages or more. The questionnaire together with responses you received during the interview should be attached to you final product.

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL
	Not achieved 0-5 marks	Partially achieved 6-10 marks	Achieved 11-15 marks	Outstanding achievement 16-20 marks	100
Cover page	No cover page Hardly written	Cover page included but incomplete	Cover page neat and attractive	Cover page outstandingly neat and attractive	20
Interview questions and inclusion of illustrations, pictures and extracts	Questionnaire and original research responses not included at all	Little raw/original interview responses, pictures, illustrations and extracts are included	All original responses, pictures, illustrations and extracts are included	Original interview responses, pictures, illustrations and extracts are well arranged to relevant paragraphs, with clear labels	20
Preparation, planning and organising	Not organised and did not work within time limits. Only one interviewee consulted	Required lot of teacher assistance to list and organise the information. Not all planning notes are included in the research portfolio. Only two interviewees were consulted	Less teacher assistance required for organising the work. Planning and preparation notes from three interviewees are included in the portfolio. The research portfolio is organised	Independent work. Highly organised research portfolio. All preparation and planning notes from more than three interviewees included	20
Presentation of information from interviews	Information not placed in historical context. Not arranged, not organised coherently. Presentation not clear	The presentation has some form of clarity but failed to put it in its historical context	Information placed in historical context. Presentation is clear and effective	High degree of clarity, placed in historical context. The presentation is highly organised.	20
Final product and suggestions	No clear product No suggestions to the issue are highlighted	Needs teacher's assistance Most suggestions not relevant and not	Good product Well arranged Some suggestions relevant and applicable	Excellent product, well arranged. There is a lot of creativity All suggestions highly relevant	20

		applicable		and easy to apply	
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SOCIAL SCIENCES TEST 2

GRADE : 4

TOTAL MARKS :50 MARKS

LO :3 Geo AS 1-3

LO 2 Hist AS 2

**Question 1**

- a) What are resources?
- b) Give your own understanding of services.
- c) Give the meaning of the word 'natural resource'

- d) What is a renewable resource?
- e) What do you understand by the term 'settlement'? 2 X 5 = [10]

**Question 2**

Indicate whether the following statements are True or False.

- a) Water is a natural resource.
- b) Plants are renewable resources
- c) Coal is a natural resource
- d) Gold is a non-renewable resource
- e) An informal settlement is a fully serviced area with all the resources. 1X5 = [05]

**Question 3**

3.1

- a) List 3 services that you get in your area (3)
- b) List only 3 services that are not found in your area (3) 1X6=[06]

3.2

Write a list of 4 things that can be thrown away as rubbish but can still be recycled into usable products.

1X4=[04]

**Question 4**

Re-arrange the following information into correct order

- a) Soil is put on top of the rubbish.

- b) Rubbish is collected from the streets.
- c) Flowers are planted on top of the soil.
- d) Rubbish is dumped inside a hole.
- e) Rubbish is squashed.

1X5=[05]

**Question 5**

In a paragraph of 5 or more sentences, suggest ways to improve access to resources in your area.

2X5=[10]

**Question 6**

Look at the leader below and determine what could have caused him to fight for human rights in SA.

- a) Nelson Rolihlahla Mandela

2X5=[10]

**SOCIAL SCIENCES MEMO**

**2<sup>ND</sup> TERM TEST**

**GRADE 4**

**TOTAL :50 MARKS**

**Question 1**

- a) A resource is anything that may be of use to us and that may improve our lives.
- b) Services are things that are provided to people in a settlement for them to live better life e.g. electricity etc
- c) Natural resources are things that we find in nature which are usefull and often essential for our survival e.g. water etc



- d) A Renewable resource is a resource that can be replaced or renewed within a persons lifetime.
- e) A settlement is a place where a lot people live together.

[10]

Question 2

- a) True
- b) True
- c) True
- d) True
- e) False

[05]

Question 3

3.1

- a) Roads  
Schools  
Bus service
- b) Tele-communication(Post Office)

Any 3

[03]

Sanitation

Electricity

Hospitals

Any 3

[03]

3.2

- a) Plastic
- b) Paper
- c) Glass

- d) Manure from waste products
- e) Animal remains
- f) Plant remains
- g)

Any 4

4X1=[04]

#### Question 4

- a) Rubbish is collected from the streets.
- b) Rubbish is dumped in a hole.
- c) Rubbish is squashed.
- d) Soil is put on top of the rubbish.
- e) Flowers planted on top of the soil.

1X5=[05]

#### Question 5

- a) Building of roads
- b) Building of community halls
- c) Installation of electricity
- d) Water pipes
- e) Fencing of camps and farming fields

1X5=[10]

#### Question 6

- a) Inequality
- b) Violation of human rights
- c) Segregation policies
- d) Abuse of power
- e) Land dispossession
- f) Job reservations
- g) Separate development
- h) Homeland policies

Any 5 2X5=[10]

**LESSON PLAN TWO GRADE 5 SOCIAL SCIENCES 09-03-2009**

**LAERNING AREA** : SOCIAL SCIENCES

**GRADE** : FIVE

**DURATION** :4 HRS

**CONTENT \ CONTEXT** : EARLY CIVILIZATIONS (MESOPOTAMIA)

**DATE** :

**KEY QUESTIONS** : What does the name Mesopotamia mean?

What is the current name of Mesopotamia?

Why did civilization occurred ?

How civilization started in Mesopotamia?

<b>Los &amp;ASSESSMENT STANDARDS</b>	<b>INTEGRATION</b>	<b>TAECHING &amp;LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>
<b>LO1 HISTORICAL ENQUIRY</b>	<b>LO1 GEOGRAPHICAL ENQUIRY</b>	<b>ACTIVITY ONE</b>	
Communicates knowledge and understanding in a variety of ways including presenting historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance; using information from technology where available and appropriate [communicates the answer]	With guidance ,selects and uses sources of information (including graphs, maps and field work outside the classroom. <b>ACROSS(FAL)</b> <b>LO5 THINKING AND REASONING</b> Collects and records information in different ways.	The learners using their text books negotiate the meaning of Mesopotamia(a land between two rivers) They again get the current name of Mesopotamia(Iraq)  <b>ACTIVITY TWO</b>  The teacher asks learners to use sources to answer questions on how civilization spread in Mesopotamia	<b>FORMS</b> Project Assignment Oral response Class work  <b>METHODS</b> Group Teacher

		<p>The teacher imparts knowledge to the learners on Mesopotamia e.g.</p> <ul style="list-style-type: none"> <li>-The kingdom of Sumer</li> <li>-The death of Pit at Ur</li> <li>- The Indus valley.</li> </ul> <p><b>ACTIVITY THREE</b></p> <p>In groups of 4s the teacher gives learners a take home task to communicate knowledge and understanding in the following ways:</p> <p><b>GROUP ONE</b></p> <ul style="list-style-type: none"> <li>-Presents historical information of Mesopotamian civilization in short paragraphs</li> </ul> <p>Guiding questions may be</p> <ul style="list-style-type: none"> <li>- How did civilization start?</li> <li>-Why did it start?</li> <li>- impact of civilization on people’s lives</li> </ul> <p><b>GROUP TWO</b></p> <p>Create artwork by making painted tablets showing sizes of the fields and the crops that were grown in Mesopotamia</p> <p><b>GROUP THREE</b></p> <p>They make a poster showing all the remains that were found by the archeologists in Ur e. g the king leading soldiers to the battle, clay brick houses found in Ur etc.</p>	<p><b>TOOLS</b></p> <p>Rubric</p> <p>Memo</p>
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		<p>During presentations the groups assess each other.</p> <p>The groups have to change tasks .(all the groups must have taste of each activity done)</p> <p><b>ACTIVITY FOUR</b> The teacher gives learners class work on what has been taught .</p>	
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<p><b>BARRIERS TO LEARNING</b> They depend on the context</p> <p><b>SKILLS</b> Communication Drawing</p> <p><b>KNOWLEDGE</b> History of Mesopotamia Impact of civilization on people</p> <p><b>VALUES</b> Better understanding of civilization Restoration of culture Attach meanings to maps</p> <p><b>RESOURCES</b> Text books Atlases Globes Journals</p> <p><b>BARRIERS TO LEARNING</b> They depend on the context</p> <p><b>EXPANDED OPPORTUNITIES</b> The teacher reinforces the lesson according to learner performance</p> <p><b>REFLECTIONS</b> Depend on the teacher experienced throughout the lesson</p>			
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**LESSON PLAN THREE GRADE FIVE SOCIAL SCIENCES 09-03-09**

**LEARNING AREA** : **SOCIAL SCIENCES**

**GRADE** : **FIVE**

**DURATION** : **6 hours**

**CONTENT \ CONTEXT** : **EARLY SOUTHERN AFRICAN SOCIETIES( HUNTER GATHERERS)**

**DATE** :

**KEY QUESTIONS** : Who were hunter gatherers?  
 On what did they live?  
 Where were they from?  
 Is there any evidence of their existence in South Africa?

<b>Los &amp;ASSESSMENT STANDARS</b>	<b>INTEGRATION</b>	<b>TEACHING &amp; LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>
	<b>LO3 HISTORICAL INTERPRETATION</b>	<b>ACTIVITY ONE</b>	
<p>Uses dates and terms relating to the passing of time (e.g. decade, century)and arranges them in order [chronology and time]</p> <p>Gives reasons for and explains the results of events that have changed the ways that people live in a given context[ cause and effects]</p> <p>Identifies similarities and differences between ways of life in different context</p>	<p>Identifies and selects items which represent an aspect of the past being studied to contribute to class display or school museum[interpretation of the past]</p> <p><b>ACROSS FAL LO5 THINKING AND REASONING</b></p> <p>Formulates questions about a written text</p>	<p>The teacher introduces the topic to the learners by explaining the key concepts on early Southern African societies such as hunter gatherers that they were nomads and lived on wild food which is one of the reasons of their movement from place to place.</p> <p>Working in groups Learners are given pictures as reference to hunter gathers in Southern Africa .</p> <p><b>ACTIVITY TWO</b></p> <p>With teacher assistance learners in groups construct timeline relating to the</p>	<p><b>FORMS</b></p> <p>Class work                      Research                      Test</p> <p><b>METHODS</b></p> <p>Group                      Educator</p> <p><b>TOOLS</b></p> <p>Memo                      Rubric</p> <p><b>RESOURCES</b></p> <p>Text books                      Cut- outs                      Maps                      Atlases                      Pictures                      Museum</p>



<p>[cause and effect]</p> <p><b>SKILLS</b> Communication Research Time line construction</p> <p><b>KNOWLEDGE</b> Factors influenced hunter gatherers Similarities and differences between past and present life.</p> <p><b>VALUES</b> Attach a value to sources Appreciation of the change over the years</p> <p><b>BARRIERS TO LEARNING</b> Will be identified by the teacher</p> <p><b>EXPANDED OPPORTUNITIES</b> The teacher reinforces the lesson according to learner performance</p> <p><b>REFLECTIONS</b> Depends on the teacher experienced throughout the lesson</p>		<p>passing of time and arranging them in a chronological order.</p> <p><b>ACTIVITY THREE</b> After the group presentations the teacher scaffolds by closing gaps in the information presented.</p> <p><b>ACTIVITY FOUR</b> The teacher gives learners class work where they will be giving reasons why gatherers were moving from place to place They explain the results of events that have changed the ways that people live in a given context e.g one change is that by now we have patterns of settlements.(The teacher can give more examples )</p> <p><b>ACTIVITY FIVE</b> Learners are given the task to go and make a research from elderly people on similarities and differences between the past and present ways of life in different places at different times.</p> <p><b>ACTIVITY SIX</b>  Learners present their findings and hold discussions around hunter gatherers and the present way of life of the present society.</p>	
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**LESSON PLAN FOUR SS GEOGRAPHY GRADE FIVE 09-03-09**

**LEARNING AREA** : **SOCIAL SCIENCES**

**GRADE** : **5**

**DURATION** : **5hrs**

**CONTENT \ CONTEXT** : **PHYSICAL STRUCTURES OF SOUTH AFRICA**

**DATE** :

**KEY QUESTIONS** : What do you understand about the word structure?

How is the relief?

How is location of physical features?

<b>LOs&amp; ASSESSMENT STANDARDS</b>	<b>INTEGRATION</b>	<b>TEACHING &amp; LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>
<b>LO2 GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING</b>	<b>LO2 HISTORICAL KNOWLEDGE &amp; UNDERSTANDING</b>	<b>ACTIVITY ONE</b>	
Identifies and describes major physical features of South Africa, including those of the home province[ people and places]  Describes ways in which the physical environment	Gives reasons for and explains the results of events that have changed the way that people live in a given context[cause and effect]  <b>ACROSS FAL</b>	The teacher explains the meaning of the word structure ( it is a build , shape or features of anything.)  The teacher refers learners to the relief pictures in the text books(ref. SPOT ON) and ask questions based on the pictures e.g.;	<b>FORMS</b> Assignment Investigation Excursion Map reading and analysis  <b>METHODS</b>

<p>influences human activity and how human activity is influenced by the physical environment [people and place]</p>	<p><b>LO2 SPEAKING</b> Interviews people for a particular purpose.</p>	<p>-What is the importance of each feature you see on the picture?</p>	<p>Teacher Group</p>
		<p><b>ACTIVITY TWO</b></p> <p>The learners are given relief maps of Southern Africa</p> <p>They identify and describe physical features of SA.( e.g. rivers, mountains, valleys seas etc )</p> <p><b>ACTIVITY THREE</b></p> <p>The teacher fills the gaps by explaining the meaning of the following terms</p> <ul style="list-style-type: none"> <li>- Coastal plain</li> <li>- Plateau</li> <li>- Escarpments (mountain ranges)</li> </ul> <p>The teacher shows the learners the keys in the relief map that represent the terms explained.</p> <p><b>ACTIVITY FOUR</b></p> <p>Learners are asked to analyze the maps by answering questions based on the relief map of SA e.g</p> <ul style="list-style-type: none"> <li>- Name the mountain range that forms part of the slopes of the Western escapement</li> <li>- Name two towns or cities on the</li> </ul>	<p><b>TOOLS</b> Memo</p> <p><b>RESOURCES</b> Maps Atlases Text books</p>

		<p>coast</p> <ul style="list-style-type: none"> <li>- Name a large river on the plateau .( ref. SPOT ON 13)</li> <li>- Which of the mentioned features are also found in the Eastern Cape province.</li> </ul> <p><b>ACTIVITY FIVE</b></p> <p>The teacher takes the learners outside the class room to identify physical features around , e.g mountain ranges ,valleys, rivers etc. and explains the ways in which they influence human activities e.g.</p> <ul style="list-style-type: none"> <li>-Mountains serve as boundaries to separate areas</li> <li>-They also serve as climatic barriers</li> <li>-Rivers serve as source of water</li> <li>-Trees are used for building and fuel wood</li> </ul> <p>The learners name and record the features they see together with their influence to human activities and the teacher uses observation sheet to assess their responses.</p>	
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<p><b>SKILLS</b>  Identifying  Research  Investigation  Communication</p> <p><b>KNOWLEDGE</b>  Build of South Africa  Natural resources and  economic activities in South  Africa</p> <p><b>VALUES</b>  Appreciation of nature</p> <p><b>BARRIERS TO LEARNING</b></p> <p><b>EXPANDED OPPORTUNITIES</b>  The teacher reinforces the  lesson according to learner  performance</p> <p><b>REFLECTIONS</b>  Depend on the teacher  experienced throughout the  lesson</p>			
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**LESSON PLAN FIVE****LEARNING AREA : SOCIAL SCIENCES****GRADE : 5****DURATION :****CONTENT IN CONTEXT: RESOURCES (links between natural resources and economic activities).****KEY QUESTIONS**

- What is a resource?
- What is the importance of resources?

<b><u>LO'S AND AS'S</u></b>	<b><u>TEACHING AND LEARNING ACTIVITIES</u></b>	<b><u>DETAILS OF ASSESSMENT</u></b>	<b><u>BARRIES TO LEARNING</u></b>
LO 2: GEOGRAPHICAL KNOWLEDGE AN UNDERSTANDING  AS 2: IDENTIFY LINKS BETWEEN NATURAL RESOURCES AND ECONOMIC ACTIVITIES IN SOUTH AFRICA[PEOPLE AND RESOURCES]	<b>ACTIVITY 1</b>  Learners are given South African Maps, atlases, books, newspapers and magazines that depict places with natural resources. Learners identify and record natural resources.  <b>ACTIVITY 2</b>  The learners discuss the importance of natural resources. They record information.  <b>ACTIVITY 3</b>  The teacher consolidates by explaining the economic activities eg. Planting of trees, mining and fishing	<b><u>FORMS</u></b>  Class work  Test	Lack of resources

<p><b>INTERGRATION</b></p> <p><b><u>WITHIN (GEO)</u></b></p> <p><b>LO 1: GEOGRAPHICAL ENQUIRY</b> AS 3: Categorizes information</p> <p><b><u>ACROSS</u></b></p> <p>LO 3: NS AS : Understands the impact</p>	<p><b>ACTIVITY 4</b></p> <p>The learners are given a class work where they are asked to identify links between natural resources and economic activities in South Africa.</p> <p><b>ACTIVITY 5</b></p> <p>Learners are given sources showing renewable and non-renewable resources and the teacher explains the concepts renewable and non renewable . The learners are asked to classify the resources according to their groups.</p> <p><b>ACTIVITY 6</b></p> <p>The learners with the teachers guidance discuss the use and abuse of water and electricity.</p> <p>ACTIVITY 7</p> <p>Learners are given a test on resources</p> <ul style="list-style-type: none"> <li>&gt;natural resources</li> <li>&gt;links between natural resources and economic activities.</li> <li>&gt;renewable and non renewable resources.</li> </ul> <p>&gt;use and abuse of resources.</p>		
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<p><b>SKILLS</b></p> <p>&gt;IDENTIFICATION &gt;CLASSIFICATION</p> <p>KNOWLEDGE</p> <p>RESOURCES, NATURAL RESOURCES, RENEWABLE AND NON RENEWABLE RESOURCES</p> <p>VALUES</p> <p>&gt;THEY VALUE NATURAL RESOURCES. &gt;APPRECIATE THE NATURE &gt;SENSE OF RESPONSIBILITY</p>			
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RESOURCES

Maps, Atlases, Books, Geographic Journals, Books.

EXPANDED OPPORTUNITIES: The learners will be given a list of non renewable and renewable resources and will be asked to make a flow Chart.

REFLECTIONS:.....  
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## LESSON PLAN SIX

LEARNING AREA: SOCIAL SCIENCES

GRADE: 5

DURATION:

CONTENT IN CONTEXT: PROVINCIAL HISTORIES (HERITAGE AND IDENTITY)

### KEY QUESTIONS

- Name 9 provinces of South Africa ?
- In which province do we live ?
- What is heritage ?
- Why is it to be preserved ?
- What identity is attached to your heritage ?

LOS AND AS's	INTEGRATION	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIES TO LEARNING
LO 3: HISTORICAL INTERPRETATION AS 1: Recognises that there can be more than one version of a historical event(e.g. that there can be two accounts of the same story)[source interpretation] AS 2: Identifies and selects	LO 1:HISTORICAL ENQUIRY AS 3: Continues to use information From sources to answer questions	<b><u>ACTIVITY 1</u></b> The learners with teacher's guidance brainstorm the concept heritage. <i>Expected responses</i> > it is what is left by the former generations and is to be inherited by the succeeding generations. > It forms part of culture and identity (the food we eat, the clothes we wear, the rituals practised e.g. Language is our heritage and identity	<u>FORMS</u> Oral responses Classwork Interviews	Challenge on getting interviewees

<p>items which represent an aspect of the past being studied, to be contributed to a class display or school museum[representation of the past].</p> <p><b>SKILLS</b>  Identification  Communication  Selecting  Differentiate</p> <p><b>KNOWLEDGE</b>  Knowledge of different cultures  Clothes,  food,buildings,language etc.  Identity influence</p> <p><b>VALUES</b>  Respect  Appreciation  Love  Heritage preservation</p>	<p>about the past</p> <p><b>ACROSS LANG-FAL LO 5 THINKING AND REASONING</b></p> <p>AS-Transfers information from one mode to another.</p>	<p>&gt; clothes also identify one’s heritage.</p> <p><b><u>ACTIVITY 2</u></b>  The teacher explains that there can be more than one version of Historical event attached to identity.e.g. Johannesburg Airport was named Jan Smuts during apartheid regime because the version and identity was for apartheid but the same airport has changed to O.R. Tambo International after 1994 because the version was of democracy.  K.D. Matanzima Airport was named after Matanzima. It was changed to Umtata after Democracy .</p> <p><b><u>ACTIVITY 3</u></b>  Learners are given task to identify and select items from different sources which give identity to different cultures by cutting and pasting on a sheet of paper.(making a collage) e.g. food, clothes, activities and religious pictures including artifacts.  The work should be displayed in the classroom and artifacts be used for the museum corner.  They make presentations and the teacher consolidates by adding whatever information learners might have left out.</p>	<p><b><u>METHODS</u></b></p> <p>Teacher  Group</p> <p><b><u>TOOLS</u></b></p> <p>Memo  Rubric</p>	
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RESOURCES: Books, newspapers, artifacts, magazines, buildings, monument and museums

EXPANDED OPPORTUNITIES: Expose learners on heritage site visits, museums

REFLECTIONS: .....

**LESSON PLAN SEVEN**

**LEARNING AREA: SOCIAL SCIENCES**

**GRADE: 5**

**DURATION:**

**CONTENT IN CONTEXT: PROVINCIAL HISTORIES (Oral Traditions and indigenous knowledge . . . .)**

**KEY QUESTIONS**

- ❖ What is tradition?
- ❖ What is meant by indigenous knowledge?

<b>LO'S AND AS's</b>	<b>INTERGRATION</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIES TO LEARNING</b>
<p>LO 1:HISTORICAL ENQUIRY AS 1: With guidance, selects sources useful for finding information on the past(e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums)</p> <p>AS 2:Records and Categorize information From a variety of sources(e.g. oral, written and visual sources, including</p>	<p><u>WITHIN</u> LO 3: HISTORICAL INTERPRETATION AS 2:Identifies and selects items which represent an aspect of the past being studied to contribute to a class display or school museum [representation of the past]</p>	<p><b><u>ACTIVITY 1</u></b> The teacher explains correlation between tradition and indigenous knowledge (tradition is the old fashion of doing things and indigenous knowledge is the informal knowledge that you haven't learnt from school but acquired from elderly people as you grow)  Learners are given different sources including maps and artifacts . With the guidance , they select sources useful for finding relevant information about the past. They name traditional clothes, events ,activities, rituals practiced, ceremonies performed, food , buildings , monuments etc</p>	<p><u>FORMS</u>  Classwork  Essays  Dramatisation  Creative Response</p>	<p>Slow in writing during presentations</p>

<p>maps, graphs and tables, objects, Buildings, monuments, Museums)[works with Sources]</p> <p>AS 3:Continues to use information from sources to answer questions about people, events, objects and places in the past</p> <p>AS4 Communicates knowledge and understanding in a variety of ways , including presenting historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork , posters, music , drama and dance ; uses information technology where available and appropriate.[communicates the answer ]</p>		<p>They also give the information on the indigenous knowledge they have from different cultures. They record and categorize the information from a variety of sources selected as their class work.</p> <p><b><u>ACTIVITY 2</u></b> The teacher takes learners outside to identify and name the important places, rivers , mountains and other landmarks. The teacher asks questions based on what the learners observe.</p> <p><b><u>ACTIVITY 3</u></b> The teacher explains that each of the named features has its own story and is important. Two elderly people are invited to do presentation to the learners at school on oral tradition and indigenous knowledge.</p> <p><b><u>ACTIVITY 4</u></b> After presentation, Learners communicate their knowledge and understanding by writing short paragraphs on oral traditions and indigenous knowledge</p> <p><b><u>ACTIVITY 5</u></b> Learners are given a research topic and taught</p>	<p>METHODS</p> <p>Teacher</p> <p>Group</p> <p>TOOLS</p> <p>Memo</p> <p>Rubric</p>	
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<p>SKILLS  Identification  Communication  Selecting  Recording  Categorising  Paragraph writing  Creativity</p> <p>KNOWLEDGE  Knowledge of different traditions</p> <p>VALUES  Respect  Appreciation  Preservation</p>		<p>how to conduct a research including the research steps and ethics. They role play interviews in the classroom.</p> <p><b>ACTIVITY 6</b></p> <p>In groups learners continue to communicate their knowledge through singing, performing traditional dances, making posters and some dramatizing rituals practiced by old people.</p>		
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RESOURCES: People, books

EXPANDED OPPORTUNITIES: To conduct a research on oral traditions. Knowledge of different cultures  
Clothes, food, buildings, language

REFLECTIONS.....

**LESSON PLAN EIGHT HISTORY GRADE 5**

**LEARNING AREA : SOCIAL SCIENCES**

**GRADE : 5**

**CONTENT \ CONTEXT :PROVINCIAL HISTORIES**

- (a) Role of democratically elected leaders
- (b) How to participate in a democracy

**KEY QUESTIONS**

:What is meant by democracy?

: when did democracy start in SA?

What is a democratically elected leader ?

LO S & ASSESSMENT STANDARDS	INTEGRATION	TEACHING & LEARNING ACTIVITIES	DETAILS OF ASSESSMENT
<p><b>HISTORICAL INTERPRETATION</b>                      AS 1: Recognizes that there can be more than one version of a historical event(e.g. that there can be two accounts of the same story)[source interpretation]</p> <p>AS 2: Identifies and selects items which represent an</p>	<p><b>LO: 1 HISTORICAL ENQUIRY</b>                      AS 3:                      Continues to use information From sources to answer questions</p>	<p><b>ACTIVITY 1</b>                      The learners brainstorm the concept democracy. The teacher gives more explanation on democracy including the symbols of the nine provinces in South Africa.</p> <p><b>ACTIVITY 2</b>                      The teacher takes learners to the nearest museum or any local knowledgeable person who will be able to give them the broad picture of democracy versus apartheid including the events led to changes.                      Learners are told how leaders are elected during democracy</p>	<p>FORM                      Classwork                      Excursion                      Case study</p> <p>METHOD                      Teacher                      Groups</p>



<p>aspect of the past being studied, to be contributed to a class display or school museum[representation of the past].</p> <p><b>VALUES</b></p> <p>Tolerance Respect Fairness</p>	<p>about the past</p> <p><b>ACROSS LANG-FAL LO 5 THINKING AND REASONING</b></p> <p>AS-Transfers information from one mode to a</p>	<p>and how were they elected during apartheid. Learners are also given opportunity to ask questions and they record the information.</p> <p><b>ACTIVITY 3</b></p> <p>The teacher gives the learners an extract from a book, magazine or newspaper with symbols representing all the provinces The learners identify symbols representing Eastern Cape and then answer questions based on the extract. The teacher brings pictures of the former and current leaders, old and new national flag of SA to the class. The teacher dwells much on provincial histories The learners identify and select items representing an aspect of the past . The pictures are displayed in the class museum corner.</p> <p><b>ACTIVITY 4</b></p> <p>Learners with teacher guidance in the class demonstrate their understanding of democratic elections by electing a class representative.</p> <p><b>ACTIVITY 5</b></p> <p>Pictures showing examples of different provincial departments' responsibilities e.g are given to the learners. They study pictures and tally them to each relevant department also discussing importance of each department in the province.</p>	<p><b>TOOLS</b></p> <p>Memo Checklist</p>
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**SKILLS**

- Identifying
- Recording
- Communication
- Selecting

**KNOWLEDGE**

- Provincial Histories
- Role of democratically elected leaders
- Symbols representing provinces
- Political changes
- How to conduct democratic elections

**VALUES**

- Tolerance
- Respect
- Fairness

**RESOURCES:** Books, magazines, newspapers, pictures, people

**EXPANDED OPPORTUNITIES:** The teacher gives the learners a project to collect items depicting HUMAN RIGHTS.

**REFLECTIONS**.....

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- **LESSON PLAN**

**LEARNING AREA: SOCIAL SCIENCES**

**GRADE : 6**

**DURATION : 6 HRS**

**CONTENT IN CONTEXT : DEMOCRACY IN SOUTH AFRICA**

**DATE :**

**KEY QUESTIONS**

**1.What is meant by Democracy?(exploring democracy )**

**2.From where can Democracy be traced?( events leading to and the rise of democracy)**

**3. Which National symbols are associated with Democracy?**

LO's & AS's	INTEGRATION	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING

<p><b>HIST LO2 AS1</b> Places events, people and changes on a timeline which includes terms such as 'BC, AD and BCE'.</p> <p><b>LO 2 AS2</b></p> <p>Gives reasons for and explains the results of key events and changes</p>	<p><b>LO1 AS3</b> Arranges information logically and chronologically in answering questions about people, events etc.</p> <p><b>LO1 AS4</b> Communicates</p>	<p><b><u>ACTIVITY 1</u></b> a)Learners are divided into groups of not more than 5, where they brainstorm 'Democracy'- make use of dictionary</p> <p>b)Draw a mind-map in which you reflect all terms associated with 'Democracy'</p> <p>c)Complete your mind-map by explaining the meaning of these</p>	<p><b>Informal Assessment:</b></p> <p>Cross word puzzle</p>	<p>Language-learners need to be exposed to a variety of sources.</p>
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<p>in more than one context (cause and effect)</p>	<p>historical knowledge and understanding by discussion and guided debate, through structured debate, writing, etc.</p> <p><b>INTEGRATION <u>ACROSS</u></b></p> <p><b>ARTS AND CULTURE</b></p> <p>FAL-- Writing</p> <p>FAL----Speaking</p> <p>FAL--- Speaking</p> <p><b>ARTS AND CULTURE</b></p>	<p>terms that are associated with 'Democracy'</p> <p>Freedom, elections, bill of rights, voting, constitution, Children's rights, women's rights, coat of arms, national anthem, earth charter, system of government</p> <p><b>ACTIVITY 2</b></p> <p>a)The whole class sing and say the National Anthem.</p> <p>b)Learners are provided with a copy of the National Coat of Arms and the educator unpacks all the Signs.</p> <p>c)Refer to In Search Of Social Sciences- Learners book, pg 154-155, and any other material that contains Children's Charter and Earth Charter. Discuss what is common between the 2 Charters</p> <p>d)Homework--- 1.Add more information on the Charters that you think is left out</p> <p>2. Re-arrange the Charters by starting with the most important point to the least important point.</p>		
<p>in more than one context (cause and</p>	<p>historical knowledge and understanding by</p>			

<p>effect)</p>	<p>discussion and guided debate, through structured debate, writing, etc.</p> <p><b>INTEGRATION <u>ACROSS</u></b></p> <p><b>ARTS AND CULTURE</b></p> <p><b>FAL-- Writing</b></p>	<p><b><u>ACTIVITY 3</u></b></p> <p>a)Groups report on the re-arrangement of the Charters.  b) The whole class discuss/ debate the new arrangement of the Charters and a consensus is reached.</p> <p><b><u>ACTIVITY 4</u></b></p> <p>a)Discuss in groups as to who must vote in your local area. Refer to page 144 of In Search Of Science, or any other material that contains information. Answer the following questions:  1.What is a legal age for a person for voter registration?  2.What is a legal age for voting?  3.Find the meaning of ‘citizen’ from your dictionary  4.Which citizens in the country are legally expected to vote</p> <p>5.Discuss the different procedures of voting: using hands, and secrete voting ( refer to the IEC book), voting.</p>	<p><b>Homework –add information, re-arrangement of the Charters</b></p>	
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	<p>FAL----Speaking</p> <p>FAL--- Speaking</p> <p>ARTS AND CULTURE</p>	<p><b>ACTIVITY 5</b>  <b>RUNNING ELECTIONS (ROLE-PLAY)</b></p> <p>a) Learners are expected to bring voting papers from the Municipality offices to refer to as they are engaged in the election process.</p> <p>b) Discuss the stages of the electoral process as identified on pages 146-147</p> <p>c) Learners are divided into voters, and various electoral officers in a polling station, they role- play the election process</p>	<p>Tool—  Observation sheet, educator checks if the learners understand their roles</p>	
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**SKV'S**

**Skills: Dramatization, Debating**

**Knowledge: Democratic principles**

**Values: Respect, Tolerance**

**RESOURCES :** Constitution, Textbooks, Newspaper articles, Voting papers

**REFLECTION:** Successes and challenges of the lesson

**EXPANDED OPPORTUNITIES:**



## LESSON PLAN

**LEARNING AREA: SOCIAL SCIENCES**

**GRADE : 6**

**DURATION : 6 HRS**

**CONTENT IN CONTEXT :MAPWORK---- LATITUDES AND LONGITUDES**

**DATE :**

**KEY QUESTIONS**

1.How would you find a place on a map?

2.Name one important line of latitude.

3.Name one important line of longitude.

LO's & AS's	INTEGRATION	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>GEO.LO1 AS3</b> Locates relevant places on maps using latitude and longitude (degrees and minutes)</p> <p><b>LO1 AS5</b> Reports on enquiries through discussion, debate, structured writing, graphs, tables, maps and diagrams .</p> <p><b>LO1 AS2</b> Selects and records relevant information from sources for specific purposes (including recording and observing in the field</p>	<p><b>HIST. LO1 AS 2</b> Selects and records relevant information for specific purposes from a variety of sources (eg, oral, written, and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums)</p>	<p><b><u>ACTIVITY 1</u></b></p> <p>-In pairs, learners give their partners directions from school to their homes, ( finding direction)                      -A few of the pairs report to the entire class on how they find directions home.                      -The teacher uses compass to draw a circle,(360 degree) uses protractor to divide into 4 equal parts                      -Orientate as North, East, West, South                      -Subdivide equally to get North-East, North-West, South-East and South-West.                      -Further subdivision to get to 16 cardinal points.</p> <p><b><u>ACTIVITY 2</u></b></p> <p>-The teacher brings a globe to class and show learners different countries.                      -Learners observe the lines that run from North to South, and also those that run from East to West.</p>	<p><b>FORM</b> -map reading -Completing tables</p> <p><b>METHOD</b> -Teacher -Peer</p> <p><b>TOOLS</b> -memo -Checklist</p>	

		<p><b>-Learners read further about these lines on page 64 of Spot On Social Sciences, or any other reading material that has this information, and they have to answer the following questions individually:</b></p> <ol style="list-style-type: none"><li><b>1. What name is given to the lines that run from North- South.</b></li><li><b>2. What ame is given to the lines that run from west to east.</b></li><li><b>3. What name is given to the line that divides the earth into 2 equal parts,(North and South) At which degree do we get this line?</b></li><li><b>4. What name is given to the line that divides the earth into 2 equal parts (east and west)</b></li><li><b>5. At which degree do we get this line?</b></li></ol> <p><b><u>ACTIVITY 3</u></b></p> <p><b>-Refer to the world map on page 7 of Oxford Social Sciences, or any other world map.</b></p> <p><b>-Work in pairs, find Johannesburg on the world map below, use the following steps:</b></p> <ol style="list-style-type: none"><li><b>1. Place your ruler across the map so that it passes horizontally through Johannesburg.</b></li><li><b>2. Read off the latitude at the side of the map.</b></li><li><b>3. Note that the latitude is between 20 degrees S and 30 degrees So and a little closer to 30S, so we say that the latitude of Johannesburg is 26S. (It is 26 degrees South of the Equator)</b></li><li><b>4. Now place your ruler vertically through Johannesburg.</b></li><li><b>5. Read off the longitude at the top of the map.</b></li><li><b>6. You will see that the longitude is between 20 degrees and 30 degrees, but much closer to 30 degrees, so we say that the longitude of Johannesburg is 28 degrees east of the</b></li></ol>		
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		<p><b>Greenwich meridian.</b></p> <p><b><u>ACTIVITY 4</u></b></p> <p><b>Learners are supplied with the map of S.A. from which they locate ( give latitude and longitude) the following cities:</b></p> <ul style="list-style-type: none"><li><b>a) Cape Town</b></li><li><b>b) Durban</b></li><li><b>c) East London</b></li><li><b>d) Bloemfontein</b></li><li><b>e) Pretoria</b></li></ul> <p><b><u>ACTIVITY 5</u></b></p> <p><b>Learners are supplied with a topographical map of any major city from which they identify features of the given co-ordinates</b></p> <ul style="list-style-type: none"><li><b>- Air routes</b></li><li><b>- Grave yards</b></li><li><b>- Schools</b></li><li><b>- Trigonometrical beacons</b></li><li><b>- Church</b></li></ul> <p><b>Learners need to be exposed to a variety of sources</b></p>		
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**SKV' s**

**Skills: Identification,**

**Knowledge: Co-ordinates, Direction**

**Values: Appreciation of nature**

**Resources: Atlases, Textbook, Maps, Mathematical set, Ruler**

**Reflection: Successes and challenges**

**Expanded Opportunities:**

## LESSON PLAN

**LEARNING AREA: SOCIAL SCIENCES**

**GRADE : 6**

**DURATION : 6 HRS**

**CONTENT IN CONTEXT :GEOGRAPHY: POPULATION DISTRIBUTION AND DENSITY**

**DATE :**

### KEY QUESTIONS

1. What is meant by population distribution?
2. What is meant by population density?
3. Why is there unequal population distribution?

LO's & AS's	INTEGRATION	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO2 AS1</b> Explains why more people live in some places than others (people and places)</p> <p><b>LO2 AS3</b> Describes some ways in which society has changed the environment</p> <p><b>LO1 AS1</b> Identifies sources of information, including simple statistics, to help answer the question about a social or environmental issue or problem(finds sources)</p> <p><b>LO1 AS2</b></p>	<p><b>MATHS. LO5</b> Can the learner critically read and interpret data presented in a variety of ways</p>	<p><b><u>ACTIVITY 1</u></b></p> <p>Learners work in groups, find out the meaning of the words below, using their dictionaries, they also construct sentences to show their understanding of the new terms:</p> <ol style="list-style-type: none"> <li>1. population</li> <li>2. census</li> <li>3. dense population</li> <li>4. sparse population</li> </ol> <p>-Feedback is done in the form of report, to ensure proper understanding of the terms.</p> <p><b><u>ACTIVITY 2</u></b></p> <p>-Learners work in groups, count the number of girls and boys in different classes and they plot that information on a graph.</p>	<p><b>FORM</b> Research</p> <p><b>METHOD</b> Teacher</p> <p><b>TOOL</b> Rubric</p>	

<p>Selects and records relevant information from sources for specific purposes (works with sources)</p> <p><b>LO1 AS3</b> Locate relevant places on maps using latitude and longitude (works with sources)</p> <p><b>LO1 AS4</b> Uses information to propose solutions to problems.</p> <p><b>LO1 AS5</b> Reports on enquiries through discussion, debate, structured writing, graphs, tables, maps and diagrams</p>		<p>-They present their findings in class.</p> <p><b><u>ACTIVITY3</u></b></p> <p>-Learners are provided with the world map and they identify countries and cities that have more population than others. (comparison) Here are some of the questions extracted from ‘Social Sciences for the new nation’</p> <ol style="list-style-type: none"> <li>1. Why do you think Africa and Australia have lower population densities than Europe?</li> <li>2. Give the location (latitude and longitude) of Australia and Europe</li> <li>3. Which hemisphere has higher population densities between the Northern hemisphere and the Southern hemisphere? Suggest 3 reasons for your answer</li> <li>4. Which hemisphere has higher population density between eastern and western hemisphere? Suggest a reason for your answer</li> </ol> <p><b><u>ACTIVITY 4</u></b></p> <p>-Learners are supplied with a map of the population of S.A.’s major cities. They identify cities with higher population densities than others and they also suggest reasons for the uneven population distribution</p> <p>-Learners (in pairs) calculate the number of people in major cities by using the formula provided in the source, to confirm population density.</p>		
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		<p><b><u>ACTIVITY 5</u></b></p> <p>Learners are provided with a topographic map of any city/ town, from which features are located</p> <p><b><u>ACTIVITY 6</u></b></p> <ul style="list-style-type: none"> <li>-The teacher introduces problems related to unequal population distribution</li> <li>-Learners in groups make a collage that depicts solutions of the problem cited above.</li> <li>-Groups present their findings in class.</li> </ul>		
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**SKV's**

**SKILLS:** Calculating,

**KNOWLEDGE:** Population distribution globally and locally

**VALUES:** Appreciate and conserve available resources

**RESOURCES:** Maps, Textbooks, Atlas,

**REFLECTION:** Successes and failures

**EXPANDED OPPORTUNITIES:**

## LESSON PLAN

**LEARNING AREA: SOCIAL SCIENCES**

**GRADE :**

**DURATION : 3 HRS**

**CONTENT IN CONTEXT KINGDOMS OF SOUTHERN AFRICA: CONT.-TULAMELA**

**DATE :**

### KEY QUESTIONS

1. How is Tulamela different from Mapungubwe and Great Zimbabwe?
2. How is Tulamela similar to Mapungubwe and Great Zimbabwe?

LO's & AS's	INTEGRATION	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>HIST. LO1 AS1</b> Arranges information logically and chronologically in answering questions</p> <p><b>HIST. LO2 AS1</b> Places events, people and changes on a timeline</p> <p><b>HIST. LO3 AS1</b> Compares two versions of an historical event using visual or written sources (source interpretation)</p>		<p><b><u>ACTIVITY 1</u></b></p> <p>-The learners are supplied with sources of Tulamela, and in their groups of 5, read the various sources .</p> <p>-They discuss (10 mins.) their findings.</p> <p><b><u>ACTIVITY 2</u></b></p> <p>-Learners are provided with 2 sources (source A and B) of graves which were found at the top of the hill of Tulamela.</p> <p>-Learners study the sources and write down the differences they depict about the graves.</p> <p>-They report the differences they have depicted from the sources to the entire class.</p> <p>— The teacher consolidates the</p>		



		<b>learners' findings by telling them why the bones</b>		

		<p>from the two graves were found at the highest on the hill.</p> <p><b><u>ACTIVITY 3</u></b></p> <p>-Learners are provided with a template of the 3 kingdoms, where each group will interact with the source, discuss one aspect, across the 3 Kingdoms and make a collage eg, Culture, Economic activities, Spritual beliefs, Trading, Timelines of the 3 Kingdoms</p> <p>-Various groups show and discuss their in class.</p>	<p><b>FORM</b> Case study</p> <p><b>METHOD</b> Teacher</p> <p><b>TOOL</b> Memo</p>	
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**SKV's:SKILLS: Interpretation, speaking, writingKNOWLEDGE: Tulamela CultureRESOURCES: Atlas, TextbookREFLECTION:  
Successes and challenges**

**Expanded Opportunities:**

LEARNING AREA: SOCIAL SCIENCES

GRADE : 6

DURATION : 6 HRS

CONTENT IN CONTEXT : KINGDOMS OF SOUTHERN AFRICA (GREAT ZIMBABWE)

DATE :

**QUESTIONS**

1.How did great Zimbabwe start?

2.How did great Zimbabwe's rule end?

LO's & AS's	INTEGRATION	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>HIST. LO1 AS1 Identifies sources to help answer the question about the topic ( eg, oral, written and visual sources like maps, graphs etc) finds sources</p> <p>HIST. LO1 AS 2 Selects and records relevant information for specific purposes from a variety of sources (eg, oral, written and visual sources, including maps, graphs and tables, etc, ) works with sources</p>	<p>GEO LO1 AS1 Identifies sources of information, including simple statistics, to help answer the question about a social or environmental issue.</p> <p>HIST. LO1 AS 2 Selects and records relevant information from sources for specific sources</p> <p>LO1 AS3 Locates relevant places on maps using latitude ( degrees and minutes)</p> <p>LO1 AS 4 Uses information to</p>	<p><u>ACTIVITY 1</u></p> <p>-Learners are provided with sources from which they locate Great Zimbabwe, using latitude and longitude -They work in pairs, and after 5 mins, all pairs report to the whole class. - Referring to sources, check the population size, area size and staple food of Great Zimbabwe</p> <p><u>ACTIVITY 2</u></p> <p>-Learners work in groups, (<u>interact and interrogate sources</u>) using the sources that contain information on how great Zimbabwe start, the entire life-style, trading partners etc. Here are the questions that are based on the sources:</p> <ol style="list-style-type: none"> <li>1. Name the river and the mountain along which the ancestors of Zimbabweans were found.</li> <li>2. Why did the area soon become crowded with farming communities?</li> </ol>	<p><u>FORM</u> Research</p> <p><u>METHOD</u> Teacher</p> <p><u>TOOL</u> Rubric</p>	

<p><b>HIST. LO1 AS 3</b> Arranges information logically and chronologically in answering questions about people, events, objects and places in the past. (answers the questions)</p> <p><b>HIST. LO1 AS4</b> Communicates historical knowledge and understanding by discussion and guided debate, through structured writing, by using graphs, tables maps and diagrams</p> <p><b>LO2 AS1</b> Places events, people, and changes on a timeline which includes terms such as 'BC, AD' (chronology and time)</p>	<p>propose solutions to problems</p> <p><b>LO1 AS 5</b> Reports on enquiries through discussion, debate, structured writing, graphs, tables, maps</p>	<ol style="list-style-type: none"> <li>3. Make use of your dictionary to get the meaning of 'Archeologist'.</li> <li>4. How did these people increase their wealth?</li> <li>5. With which countries did great Zimbabwens trade?</li> <li>6. Name a few items that form part of trading</li> <li>7. Discuss the importance of Religion in ancient African Kingdoms</li> <li>8. Compare the 'religious power' of the Great Zimbabwe and your religion</li> <li>9. Make a drawing of the Great Enclosure</li> <li>10. Learners are referred to sources to identify features that were carved in stones.</li> </ol> <p><b><u>ACTIVITY 3 : CLASS DEBATE</u></b></p> <p>Learners debate the topic below, for and against, ie</p> <p>The end of the Great Zimbabwe 's rule was due to the infertility of the land.</p>		
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**SKV's**

**SKILLS:** Drawing, reading, writing, Speaking

**REFLECTION:** Successes and challenges

**KNOWLEDGE:** Ancient life-style

**VALUES:** Appreciate and respect other people

**RESOURCES:** Atlas, Textbook,

**FORMAL ASSESSMENT: TEST**

**LEARNING AREA: SOCIAL SCIENCES**  
**GRADE: 6**  
**DURATION: 50 mins.**  
**MARKS: 40**  
**DATE : TERM 2**  
**CONTENT IN CONTEXT: DEMOCRACY IN S.A.**  
**LO1 AS3,4**  
**LO2 AS1,2**

**ACTIVITY 1**

Complete the following statements by choosing from the given list.  
(1994, 22<sup>nd</sup> April, Constitution, equal, 27<sup>th</sup> April, voters )

- 1.1 Human rights mean that everybody is-----before the law.
- 1.2 On the ----- South Africa will hold the National and Provincial elections.
- 1.3 The party that will win will be the one with the highest number of -----
- 1.4 Since the year ----- S.A. became a democratic country.
- 1.5 Although young people do not vote, they are protected by the----- which is the highest law in the country.

(5X1=5)

**ACTIVITY 2 : CASE STUDY**

Read the case study below and answer the questions that follow

On the election day Mrs Bola stood in the queue until her chance came. She showed her identity book to the election officer. The officer checked if it was her identity book and if she was on the voters' register. She then went to the next table, the next election officer stained her on her thumb-nail. This stain stayed on the thumb-nail for four months.

**QUESTIONS**

- 2.1 Why did Mrs Bola show her identity book? (2)
- 2.2 Why did the officer stain her thumb-nail? (2)
- 2.3 From staining the thumb-nail, what would Mrs Bola receive from the third election officer? (2)
- 2.4 Explain shortly what would Mrs Bola do after the third officer until she (went home) left the election station. (3)
- 2.5 If you were Mrs Bola, how would you feel after casting your vote? What would make you feel this way? (3)
- 2.6 Tell a group of your friends how to vote, ie, steps followed in the polling station. (6)

(18)

### **ACTIVITY 3**

Look at the pictures labelled A-F. Match each picture with the corresponding right by choosing from the list below. Eg, 3.1A

3.1 Be protected from child labor and any other economic exploitation.

3.2 Get free and compulsory education

3.3 Live in a safe, secure and caring family. (shelter)

3.4 Get adequate health care both before and after birth.

3.5 Be protected from all forms of violence.

3.6 Freedom of religion (6X2=12)

### **ACTIVITY 4**

Define the following terms

4.1 Parliament

4.2 Bill of rights

4.3 Provincial government

4.4 Constitution

4.5 Democracy

(5x1=5)

**TOTAL= 40**

## MEMORANDUM

### ACTIVITY 1

- 1.1 Equal
- 1.2 22<sup>nd</sup> April
- 1.3 Voters
- 1.4 1994
- 1.5 Constitution

(5x1=5)

### ACTIVITY 2

- 2.1 Mrs Bola showed her identity book to prove that she was a S.A. citizen, so she was eligible to vote. (2)
- 2.2 Her thumb-nail was stained to ensure that she vote once. (2)
- 2.3 Ballot paper (2)
- 2.4. Mrs Bola would enter behind the screen and vote secretly, she would fold her ballot paper, go and drop it in the ballot box . (3)
- 2.5 I would be excited that I have exercised my right, my vote will bring a change in my country, (3)
- 2.6 VOTING PROCESS RUBRIC:  
(6)

CRITERIA	NOT ACHIEVED LEVEL 1- 1-34%	PARTIALLY ACHIEVED LEVEL 2 35-49%	ACHIEVED LEVEL 3 50-69%	OUTSTANDING / LEVEL 4 70-100%
Following voting steps	Very little or no understanding	Understanding few steps	Understanding steps chronologically	Mastering of the steps chronologically

### ACTIVITY 3

- 3.1 E
- 3.2 F
- 3.3 A
- 3.4 D
- 3.5 B
- 3.6 C

(6X2=12)

### ACTIVITY 4



**4.1 Parliament—is the place where our national representatives make decisions as the national government**

**4.2 Bill of rights—a document that details human rights in the constitution**

**4.3 Provincial government— a parliament at provincial level which is also known as the legislature**

**4.4 Constitution— the highest law in the country**

**4.5 Democracy—government elected by people for the people,/ system of government where people have a freedom of expression**

**(5x1=5)**

**SOCIAL SCIENCES LESSON PLAN 1**

**GRADE 7**

**DURATION:** 6 HRS

**CONTENT/ CONTEXT:** HUMAN EVOLUTION – Early hominid discovery in SA.,

- Becoming human in Southern Africa
- Rock art as an expression of hunter-gatherer society and the world-view

**DATE:** FROM..... TO .....

**KEY QUESTIONS:**

1. What makes us human?
2. What is evolution?
3. How did modern humans evolve?
4. What are hunter-gatherers?

<b>LOS</b>	<b>ASS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
AS. Identifies and selects a variety of		<u>ACT. 1</u> <ul style="list-style-type: none"><li>• The teacher provides a variety of historical and archeological</li></ul>		Language usage - Code

<p>historical and archeological sources relevant to an enquiry (finds sources).</p> <p>AS. Uses the information from the sources to present well thought out answers to questions ( answers to question)</p> <p>AS. Compiles and organizes information from a number of sources to Obtain evidence about aspects of the past (works</p>	<p>sources e.g. Bones, pictures, books, newspapers, magazines, people, etc.</p> <ul style="list-style-type: none"> <li>• The teacher explains terms like hominids, hunter-gatherers, archaeology, artifacts etc.</li> <li>• The learners in groups identify and select relevant sources on human evolution.</li> </ul> <p><u>ACT. 2</u> The learners in groups read the sources and discuss the information and then answer questions like :</p> <ul style="list-style-type: none"> <li>• What makes us human?</li> <li>• Where do we come from?</li> <li>• How do we measure time for the development of humans?</li> </ul> <p><u>ACT 3</u></p> <ul style="list-style-type: none"> <li>• The learners in 2 groups, each goes and make a research on human evolution on one of the following : becoming human in Southern Africa, hunter-gatherers using oral, written and archaeological sources.</li> </ul>	<p>FORM Class work</p> <p>METHOD Peer Group</p> <p>FORM Research and Presentation</p> <p>METHOD Teacher Group</p>	<p>switching</p> <p>Shortage of sources</p> <ul style="list-style-type: none"> <li>- Outings to museums</li> </ul>
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with sources)  LO 5 ENGLISH ( FAL) AS. Collects and records information.	<ul style="list-style-type: none"> <li>• Each group comes back and report to the whole class</li> <li>• The teacher consolidates the findings.</li> </ul>	TOOL Rubric	
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SKILLS: Investigation, Drawing of timeline, Critical thinking,

KNOWLEDGE: role of history, archaeology, chronology, early hominid discovery, hunter-gatherers

VALUES: cooperation, sharing of knowledge, appreciation of paintings and contributions made by ancestors

RESOURCES: Books, newspapers, museum, artifacts, people, internet, libraries.

EXPANDED OPPORTUNITIES: Learners go and get some more information from the internet on human evolution .

REFLECTIONS:

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**SOCIAL SCIENCES**

**LESSON PLAN (Geography) 2**

GRADE: 07

DURATION: 6 HRS

CONTENT\ CONTEXT: Natural hazards i.e. volcanoes; earthquakes and flooding

DATE : From.....TO.....

**KEY QUESTIONS :**

1. What is a natural disaster? Give examples
- 2 .How do they affect people?
3. Which areas are mostly affected by volcanoes, earthquakes and flooding?
4. How then can they be managed?

LO's and AS's	TEACHING & LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO2 Geographical knowledge and understanding</p> <p>AS Describes and explains how natural hazards such as volcanoes, earthquakes and flooding occur, their impact on human lives and socio –economic activities [people places]</p> <p>LO 1 Historical Inquiry AS. Uses information</p>	<p><u>Activity 1</u> The teacher explains terms like disaster, hazards, climate, weather, climatologist, Richter scale, magma, volcano etc.</p> <p>1.1. Learners in each group are given a case study on one of the following :</p> <p>a) volcanic eruption b) earthquakes and c) floods so as to describe and explain the impact of each hazard on human lives(socio –economic consequences).</p> <p>1.2. One learner from a group presents the</p>	<p>FORM Case study</p> <p>METHOD Peers /group Teacher</p> <p>TOOL Memo</p> <p>FORM Presentation</p>	<p>Language usage</p> <p>Code switching</p>

<p>from sources to present well thought out answers to questions. NS LO2: Applies conceptual knowledge by linking a taught concept to variation of familiar situations.</p> <p>AS. Investigates and explains why some people face higher risk than others with respect to natural hazards [people and resources]</p> <p>AS. Identifies how risks and hazards can be managed [people and environment]</p>	<p>group's responses and others from other groups take notes and ask questions.</p> <p><u>Activity 2</u> The learners in their groups conduct a research on why some people face higher risk than others.</p> <p><u>Activity 3</u> Learners as individuals are asked to write a paragraph on how he/ she can manage the natural hazard he / she has been dealing with.</p>	<p>METHOD Group Teacher Self</p> <p>FORM Research METHOD Group Peers Teacher TOOL Rubric</p> <p>FORM Assignment METHOD Self Teacher</p>	
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SKILLS: Investigation, research, presentation, management

KNOWLEDGE: earthquakes, Volcanoes, floods, risks

VALUES: awareness, ability to work in a group, sharing of knowledge, responsible behaviour

RESOURCES: pictures, extracts from books, books, magazines newspapers, TVs, maps, people, internet, radios.

EXPANDED OPPORTUNITIES; The learners are given a task of finding more on Tsunamis, tornadoes, tropical cyclones, draught.

REFLECTIONS:.....  
.....  
.....  
.....



## **CASE STUDIES**

### **1. A DORMANT VOLCANO**

The farming villages on the slopes of the volcano had very little warning of the huge disaster. First gas and steam came out of the volcano. The poisonous gas blew over the village within a few minutes, killing people who were outside watching the eruption. The steam from the volcano triggered a thunderstorm and it began to rain heavily. Lightning strikes started fires in the fields, and the number of houses with grass roofs were set on fire. Hot lava then began to flow out of the volcano. The lava melted the snow on top of the mountain volcano and the water from the snow and the rain turned into a mudslide. The mudslide crashed into the town covering houses and sweeping people and animals away. The hot lava flowed down the mountain and also destroyed the town

### **2. EARTHQUAKE**

Tragedy struck South eastern Iraq in the Middle East on 26 December 2003 when a catastrophic earthquake claimed at least 28 000 lives and injured 30 000 residents when it hit during the early hours of the morning. Within minutes, many of the historical buildings were reduced to rubble, because they consisted of structures made out of mud and bricks. More than 1 300 children needed assistance as their parents or family members were lost following the quake. Tents, blankets, water containers and

plastic tarpaulins (large sheets of waterproof canvas) were shipped to Iran to help people in need. The evening temperatures went below zero and with the cold winter weather on its way, the situation for the homeless would be really critical.

### 3. FLOODS

The water just kept on rising. There was nothing we could do. We put bags of sand around the doors and windows. We placed our valuables on the tables and cupboards. We knew that the flood was coming as the Radio and the Police had warned us. Eventually the water was so high inside the house we had to climb onto the roofs. We stayed there all night and the water continued to rise. By the morning the water was running over the roof. We were lucky as the house did not collapse and the helicopter saved us in time. I don't know what to say or do.

**SOCIAL SCIENCES**

**GEOGRAPHY**

**GRADE 7**

**RESEARCH**

**LO 2 ASs 1, 2, 3**

**MARKS = [45]**

**LO 2 AS.** Describes and explains how natural hazards such as volcanoes, earthquakes and flooding occur and their impact on human lives and socio-economic activities

AS. Investigates and explains why some people face a higher risk than others with respect to natural hazards.

AS. Identifies how risks and hazards can be managed

**QUESTION**

CONDUCT A RESEARCH AS A GROUP ON ONE OF THE FOLLOWING NATURAL HAZARDS

- VOLCANIC ERUPTION - GROUP A
- EARTHQUAKES - GROUP B
- FLOODS - GROUP C

UNDER THE FOLLOWING HEADINGS:

- ✓ Description and explanation of how they occur, their impact on human lives and on socio-economic activities
- ✓ How some people face higher risks than others
- ✓ How risks and hazards can be managed

A RUBRIC FOR THIS RESEARCH IS ATTACHED

**SS RESEARCH ANALYTIC RUBRIC**

CATEGORIES	NOT ARCHIEVED (1%-34%) Level 1	PARTIALY ACHIEVED (35%-49%) Level 2	ACHIEVED (50%-69%) Level 3	OUTSTANDING/ EXCELLENT ACHIEVEMENT (70%-100%) Level 4
	the learner:			
Knowledge of facts and terms	Demonstrates no or insufficient knowledge of facts and terms	Demonstrates limited knowledge of facts and terms	Demonstrates expected knowledge of facts and terms	Demonstrates thorough knowledge of facts and terms
Critical and creative thinking skills(decision making, problem solving skills)	Does not use critical and creative thinking skills	Uses critical and creative thinking skills with moderate effectiveness	Uses critical and creative thinking skills with expected effectiveness	Uses critical and creative thinking skills with a high degree of effectiveness
<u>I</u> nquiry and research skills base(e.g. analyzing information)	Applies no or unacceptable number of skills involved in the inquiry/ research process	Applies some of the skills involved in the inquiry/research process	Applies most of the skills involved in the inquiry/research process	<u>A</u> pplies all or almost all the skills involved in the inquiry/research process
Organization_of information/ evidence	Does not identify important evidence relevant to the problem or issue	Identifies some of the relevant evidence but omits other evidence	Identifies and logically organizes most of the relevant evidence	Identifies and logically organizes all relevant evidence

**SOCIAL SCIENCES**

**LESSON PLAN 3 (Geography)**

**GRADE:** 07

**DURATION:** 6 HRS

**CONTENT\ CONTEXT:** Natural hazards- Droughts and Tropical cyclones

**DATE :**From.....TO.....

**KEY QUESTIONS :**

1. What is drought?
2. What are tropical cyclones?
3. What are the causes and effects of droughts and tropical cyclones?

LO's and AS's	TEACHING & LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO 2 Geographical knowledge and understanding</p> <p>AS Describes and explains how natural hazards such as volcanoes, earthquakes and flooding occur, their impact on human lives and socio –economic activities [people places]</p> <p>LO 1 Hist AS. Uses information from sources to present well thought out answers to questions.</p> <p>NS LO2: Applies conceptual knowledge by linking a taught</p>	<p><u>Activity 1</u> The teacher explains terms like meteorology, cyclone, front, storm, ozone layer, typhoons, hurricanes, climatologist.</p> <p>1.1. Learners in each group are given pictures on one of the following : a) Droughts and b) Tropical cyclone so as to describe and explain the impact of each hazard on human lives(socio –economic consequences).</p> <p>1.2. One learner from a group presents the</p>	<p>FORM Case study</p> <p>METHOD Peers /group Teacher</p> <p>TOOL Memo</p> <p>FORM Presentation</p>	<p>Language usage</p> <p>Code switching</p>

<p>concept to variation of familiar situations.</p> <p>AS Investigates and explains why some people face higher risk than others with respect to natural hazards [people and resources]</p> <p>AS. Identifies how risks and hazards can be managed [people and environment]</p>	<p>group's responses and others take notes and ask questions.</p> <p><u>Activity 2</u> The learners in their groups conduct a research on why some people face higher risk than others.</p> <p><u>Activity 3</u> Learners as individuals are asked to write a paragraph on how he/ she can manage the natural hazard he / she has been dealing with.</p>	<p>METHOD Group Teacher Self FORM Research METHOD Group Peers Teacher TOOL Rubric</p> <p>FORM Assignment METHOD Self Teacher</p>	
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RESOURCES: pictures, extracts from books, books, magazines newspapers, TVs, maps, people, internet, radios.

EXPANDED OPPORTUNITIES; The learners are given a task of finding more on Tsunamis, tornadoes.

REFLECTIONS:.....  
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**SOCIAL SCIENCES**

**LESSON PLAN 4 (HISTORY)**

**GRADE 7**

**DURATION:** 4hrs

**CONTENT/ CONTEXT:** Moving Frontiers (Contact, conflict and dispossession in the Cape Eastern).

**DATE:** FROM ..... TO .....

**KEY QUESTIONS:**

1. What is a frontier?
2. Why and how did the Cape Eastern Frontier move in the 19<sup>th</sup> century?
3. What effect did contact with Europeans have on the Xhosa way of life?



LOS & ASS	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p>LO2 Hist. Historical knowledge and understanding</p> <p>AS. Develops timelines and creates diagrams to illustrate periods and events in the past { chronology and time }</p> <p>Integration LO 1 GEO AS. Uses information to</p>	<p><b><u>ACT. 1</u></b> The learners look for the definition of the terms in their dictionaries like frontiers, contact, conflict, dispossession, explorer etc.</p> <p><b><u>ACT. 2</u></b> The learners in groups are given sources to work with in groups .They develop timelines and draw sketch maps indicating shifting of boundaries between communities through time on the Cape Eastern Frontiers.</p>	<p>FORM Class work METHOD Group Peer Teacher</p>	

<p>suggest answers , proposes alternatives and possible solutions</p> <p>AS. Describes and makes links between reasons for and results of key events and changes {cause and effect}.</p>	<p><b><u>ACT 3</u></b>  The learners are supplied with sources that talk to the reasons and results of the movement to the East Cape Frontiers.</p> <p>2.1 They then discuss in their groups the links between reasons and results of the movement.</p> <p>2.2  The teacher asks questions to the class like:</p> <ul style="list-style-type: none"> <li>• What caused the Whites to move from the Cape to Eastern Frontier?</li> <li>• What was the reason of quarrel between the Whites and Xhosas?</li> </ul>	<p>FORM  Oral Responses  METHOD  Peer  Teacher</p> <p>FORM  Assignment  Controlled test  METHOD  Teacher</p>	
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AS. Explains why certain aspects of society in different contexts have or have not changed over time { change and continuity}.	<u>Activity 3</u> Learners in groups write short paragraphs on aspects that have changed or have not changed in the society as a result of the movement.	Group TOOL Rubric Memo	
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SKILLS : Discussion, interacting with sources, working with a team, answer questions, critical thinking

KNOWLEDGE: Moving Frontiers- contact, conflict and dispossession on the Cape Eastern.

VALUES: Sympathy, empathy, appreciation, tolerance

RESOURCES: Text books ; maps, historical buildings ,heritage sites, people etc

EXPANDED OPPORTUNITIES:

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.....

REFLECTIONS:.....

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**SOCIAL SCIENCES**

**LESSON PLAN 5 (GEOGRAPHY)**

**GRADE 7**

**DURATION:** 6 HRS

**CONTENT/ CONTEXT:** Population growth and change : factors and processes that affect population growth and change

**DATE:** From..... TO .....

**KEY QUESTIONS:**

1. What is meant by population growth?
2. Why do population numbers grow?
3. What measures can be taken to control population growth?

LOS AND ASS	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING															
<p>LO 3 GEO EXPLORING ISSUES</p> <p>LO 1 Geog AS. Interprets and finds information from simple graphical and statistical sources {e.g. graphs, population figures, census returns and tables}{works with sources}.</p>	<p><b><u>ACT. 1</u></b></p> <div data-bbox="607 357 1319 976" data-label="Figure"> <table border="1"> <caption>Sales Data</caption> <thead> <tr> <th>Quarter</th> <th>Population Group</th> <th>Population (Million)</th> </tr> </thead> <tbody> <tr> <td>1st Qtr</td> <td>African</td> <td>37</td> </tr> <tr> <td>2nd Qtr</td> <td>White</td> <td>4.4</td> </tr> <tr> <td>3rd Qtr</td> <td>Coloured</td> <td>4.1</td> </tr> <tr> <td>4th Qtr</td> <td>Asian</td> <td>1.1</td> </tr> </tbody> </table> </div> <p>Work on your own and study the pie chart that shows population figures of different population groups living in SA.</p> <p>1<sup>st</sup> Qtr – African 37 million  2<sup>nd</sup> Qtr – White 4.4 million  3<sup>rd</sup> Qtr – Coloured 4.1 million  4<sup>th</sup> Qtr - Asian 1.1 million</p> <hr/> <p>Write the answers to the following questions in your class work books.</p>	Quarter	Population Group	Population (Million)	1st Qtr	African	37	2nd Qtr	White	4.4	3rd Qtr	Coloured	4.1	4th Qtr	Asian	1.1	<p><b><u>FORM</u></b> Class work</p> <p><b><u>METHOD</u></b> Self Teacher</p>	<p>LANGUAGE - Code switching</p>
Quarter	Population Group	Population (Million)																
1st Qtr	African	37																
2nd Qtr	White	4.4																
3rd Qtr	Coloured	4.1																
4th Qtr	Asian	1.1																

<p>AS. Identifies challenges to societies and settlements, with a focus on population growth and change [identifies the issue].</p> <p>AS. Identifies the factors that contribute to population growth and change [factors affecting the issue]</p> <p>AS. Identifies processes that affect population growth and change in various places [factors affecting the issue]</p>	<ol style="list-style-type: none"> <li>1. Who are the 4 population groups in SA?</li> <li>2. Which population group is the largest?</li> <li>3. Which population group forms the smallest group in SA?</li> </ol> <p><b><u>ACT 2</u></b> Learners in their groups identify challenges in their communities that are as a result of population growth.</p> <p>2.2. Learners in groups continue identifying and discussing challenges in other countries of the world like urbanization, rural depopulation, poverty, HIV/AIDS, overcrowding, informal settlements, high birth and death rate etc. They then report to other groups.</p> <p><b><u>ACT 3</u></b> Learners conduct a research Project on the processes that affect population growth and change in various places.[Learners will have to cut and paste pictures and newspaper articles] and make comments thereof.</p>	<p><b><u>FORM</u></b> Presentations</p> <p><b><u>METHOD</u></b> Group Teacher</p> <p><b><u>TOOL</u></b> Rubric</p> <p><b><u>FORM</u></b> Research Project</p> <p><b><u>METHOD</u></b> Group Teacher</p> <p><b><u>TOOL</u></b> Rubric</p>	
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<p>AS. Suggests ways of responding to issues associated with population growth and change in a particular context [makes choices]</p> <p>LO 1 LO AS. Evaluates actions to address environmental health promotions.</p>	<p><b><u>ACT 4</u></b></p> <p>A Case study is given to learners on one of the challenges of population growth and change. They have to suggest ways of responding to the issue at hand.</p>	<p><b><u>FORM</u></b> Case Study <b><u>METHOD</u></b> Teacher <b><u>TOOL</u></b> Memo</p>	
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**SKILLS:** Investigation, Presentation, Analysis of information, Answer questions,

**KNOWLEDGE:** Concepts, population growth and change- factors and processes, impact of AIDS on population growth and change, help for AIDS victims

**VALUES:** co-operation with other learners, information sharing, sympathy, empathy, solidarity

**RESOURCES:** Graphs, Charts, Maps, Atlases, text books, people, newspapers, internet

**EXPANDED OPPORTUNITIES:**

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**REFLECTIONS:**

**SOCIAL SCIENCES      LESSON PLAN**

**GRADE 7**

**DURATION** : 5 HRS

**CONTENT IN CONTEXT**: SYSTEMS OF DEMOCRACY: American Revolution

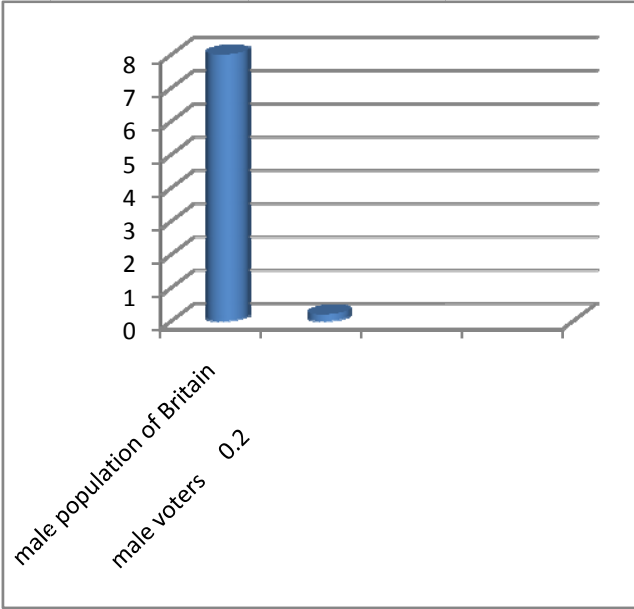
**DATE** : FROM..... TO .....

**KEY QUESTIONS**

1. What is a revolution?
2. What were the causes of American Revolution?
3. What were the results of the American Revolution?

<b>LOS AND ASS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
LO 1 HISTORICAL ENQUIRY.  AS. Identifies and selects a variety of historical and archeological sources relevant to an enquiry (finds sources).  AS. Compiles and	ACT.1  The teacher provides a variety of sources from which the learners identify and select relevant sources to American Revolution.  ACT 2 The learners in 4 groups read the sources and discuss <ul style="list-style-type: none"><li>• the reasons for the establishment of colonies in America</li></ul>	FORM Controlled test METHOD Teacher	



<p>organizes information from a number of sources to obtain evidence about aspects of the past (works with sources) AS. Uses the information from the sources to present well thought out answers to questions ( answers to question)</p> <p>AS. Interprets and finds information from simple graphical and statistical sources.{ e.g. graphs, population figures ,census returns and tables}[works with sources]</p>	<ul style="list-style-type: none"> <li>• causes of American Revolution</li> <li>• The course of the American Revolution</li> <li>• The effects of the revolution</li> </ul> <p>2.2 The groups compile and organize the information so as to make presentation to the class and then submit the presentations to the teacher. The teacher consolidates the information.</p> <p>ACT 3</p>  <p>Study the graph above and tell us more on the male's rights to vote in</p>	<p>TOOL Memo</p> <p>FORM Presentation METHOD Teacher Group TOOL Observation sheet</p> <p>FORM Oral work</p>	
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<p>AS. Communicates knowledge and understanding by formulating arguments based on evidence from the sources either in a debate, by producing the longer pieces of historical writing, through artwork, graphics and drama, uses information technology where available and appropriate [communicates the answer]</p>	<p>America before the Revolution.</p> <p>ACT.4 The learners in groups design and draw posters that can be displayed in their school, celebrating democracy in our country.</p>	<p>METHOD teacher Group Self Peer</p> <p>FORM Poster METHOD Teacher Group TOOL Rubric</p>	
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SKILLS: Investigation, doing research, question answering, poster making Interpretation of questions

KNOWLEDGE: American Revolution, similarities between American and South African history

VALUES: Working in groups, ability to critical thinking, sympathy with the plight of /discrimination against other cultures

RESOURCES: American and SA flags, maps, atlases, South African Constitution etc

EXPANDED OPPORTUNITIES: Conducting research through consulting various sources based on local examples so that learners can make comparisons between what happened in America and South Africa.

REFLECTIONS

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.....

**LEARNING AREA: SS**

**ASSESSMENT TASK 1**

**DATE** ..... **CONTROLLED TEST**

**LO 1 ASs 1-5**

**TOTAL MARK:** [40]

**QUESTION 1**

Define the following terms:

- Democracy
- Revolution
- Colony
- Constitution
- Rights

[5]

**QUESTION 2**

Study the table carefully, and then answer the following questions:

<b>PARTY</b>	<b>VOTES</b>	<b>SEATS</b>
ACDP	88 104	2
ANC	12 237 655	252
DP	338 426	7
VF	424 555	9
IFP	2 058 294	43

NP	3 983 690	82
PAC	243 478	5

2.1 Which party received the most votes in 1994 elections?

2.2 How many seats in Parliament did this party win?

2.3 Which party received the second largest number of votes?

2.4 Which party had the smallest say in how the country was to be governed after this election?

2.5 How many people voted in the election? (You may have to use the calculator in order to answer this question)

[5]

### **QUESTION 3**

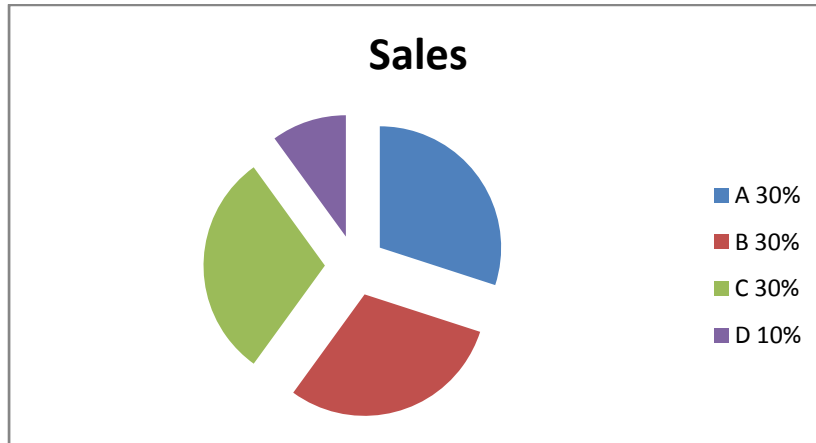
3.1 Why is the country that is ruled by a King or Queen not a true democracy?

3.2 What was the other important reason why Britain was not a democracy? Explain your answer.

3.3 Why did the American communists want to form their own democratic government?

[6]

### **QUESTION 4**



**KEY**

- a. Patriots who were in favour of independence
- b. Loyalists who were against independence
- c. The people who had no opinion or kept changing their minds all the time
- d. Some of the people were too busy farming and hunting to reply

People interpret events in different ways. As shown on the above pie chart, people had different opinions about the American Revolution. Discuss the following questions:

4.1 What percentage of the people were patriots? (1)

4.2 Were they in favour of or against the war? Describe two reasons why you think they felt the way they did. (3)

4.3 What percentage of the people were loyalists? Discuss two reasons why they stayed loyal to Britain. (3)

4.4 What percentage of the people did not have an opinion about the war or kept changing their minds?  
Give two reasons why they reacted the way they did. (3)

4.5 A total of 10% of the people did not care to complete the survey.

Why? (2)

[12]

### **QUESTION 5**

Write the relevant event next to the corresponding year on what happened during American Revolution and South Africa.

5.1 1765

5.2 1776

5.3 1773

5.4 1775

5.5 1789

5.6 1783

[2x6 = 12]

TOTAL MARK = [40]

**CONTROLLED TEST**

**MEMORANDUM**

**AMERICAN REVOLUTION**

**TOTAL MARK = [40]**

**Question 1**

- Democracy –Government of the people by the people for the people.
- Revolution –uprising against the existing form of government.
- Colony –a country ruled by another country.
- Constitution –a set of laws that govern the country.
- Right –what is due to you.

[1x5=5]

**Question 2**

2.1 ANC

2.2 252

2.3 DP

2.4 ACDP

2.5 19 374 202

[1x5=5]



### **Question 3**

3.1 A country that is ruled by a king or queen is not a true democracy because powers are only vested themselves.

3.2 The ruler of Britain was born into the position and not chosen by the people.

3.3 They wanted to decide for themselves, who should rule them and how.

[2X3=6]

### **Question 4**

4.1 30%

4.2 They were in favour of war.

- They wanted to be independent,
- They had to pay taxes

4.3. 30%

- Britain had helped to build a good life for themselves in America
- They also felt that the strongest country in the world protected them.

4.4 30%

4.5 They were busy hunting and farming.

[12]

### **Question 5**

5.1 The British Parliament passed the Stamp Act to tax American Colonies

5.2. The American Congress adopted the Declaration of Independence.

5.3. The Boston Tea shipload was dumped into the Boston harbor

5.4 The American Revolution began.

5.5 George was named the first President of USA.

5.6 Britain finally recognized the American Revolution.

[12]

1/3

## LESSON PLAN

Learning area : Social Science Geography

Grade : 8

Duration : 8 periods

Content in context : Map work {Extracting information from maps and photos  
Identifying features on maps and orthophoto  
Comparing distances on maps and  
Orthophotos} & settlement

Date :

Key questions : How do we calculate scale, distance, speed and time?

What is the role of conventional signs in identifying features?

How physical nature of an area influence human activity

Learning out comes &	Integration	Teaching and learning activities	Details of	Barriers to learning
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assessment standards			assessment	
<p>LO 1 Geographical Enquiry : the learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes</p> <p>AS 1 Identifies and selects a variety of geographical and environmental sources relevant to an enquiry (uses field work and other enquiry methods</p> <p>0</p> <p>AS 2 Interprets maps and atlas information ,geographical and statistical sources {works with sources }</p> <p>AS 3 Measures distances on orthophoto maps and / or map of local and other areas and compares maps distances with distances in reality</p>	<p>LO 2 Geographical knowledge and understanding</p> <p>AS1 Identifies and compares different types of settlement patterns {people and places }</p> <p>AS 2 Identifies factors that influence the formation of settlements patterns { people and resources}</p> <p>AS 3 Identifies critical factors that have led to changes in settlement patterns in South Africa ,Africa and elsewhere {people and the environment}</p>	<p>Activity 1</p> <p>The teacher explains to the learners the metric system</p> <p>1 kilometre km Kate</p> <p>10 hectometres hm has</p> <p>100 decametres dam drunk</p> <p>1000 metres m my</p> <p>10000 decimetre dm dear</p> <p>100 000 centimetres cm cat's</p> <p>1000 000 millimetres mm milk</p> <p>Learners respond to these questions</p> <p>Orally</p> <p>a. How many cm make 1km?</p> <p>b. <math>\frac{1}{2}</math> Km is less or equal to 1 : 50 000</p> <p>c. 100 cm is equal to----- metres</p> <p>d. 50 m is equal 0,5km (true or false)</p>	<p>Form</p> <p>Class work</p> <p>Method</p> <p>Self</p> <p>Teacher</p> <p>Tools</p> <p>Memorandum</p>	

<p>(work with sources )  AS 4 Identify some physical and constructed features from aerial and / or orthophoto maps of local and other areas { works with sources ]  AS 5 Observes and records information in the fields {work with sources }  AS 6 Presents an original idea as part of an answer to the question posed in the inquiry { answer the questions }  AS 7 Reports on the knowledge gained in the enquiry by constructing an argument based on sources of information ,in a variety of ways ;uses maps, diagrams and graphics ,where possible uses computers in the presentation</p>		<p>Learners are asked to identify the following information and features on a map</p> <ol style="list-style-type: none"> <li>Scale of the map</li> <li>Dam</li> <li>Cultivated land</li> <li>River</li> <li>School</li> </ol> <p>Activity 2  The teacher and learners brainstorm the conventional signs and the importance of colours on a map. They are asked to draw the symbols for the following features</p> <ol style="list-style-type: none"> <li>Power line</li> <li>Police station</li> <li>Cemetery</li> <li>Spot height</li> </ol> <p>Activity 3  The teacher guides the learners to identify blue lines on a topographical map of Port Elizabeth or Tzaneen What do they symbolise?  Observe any blue colour colour on the map and state what feature it is with reference to</p>	<p>Form  Home work  Method  Self  Teacher  Tools  Memorandum</p> <p>Form  Class work</p> <p>Method  Self</p> <p>Tools  Memorandum</p>	
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<p>{communicates the answer }</p>		<ul style="list-style-type: none"> <li>a. Dams</li> <li>b. Natural dams</li> <li>c. Oceans</li> <li>d. Piped water , number of windmills ,periodical streams</li> </ul> <p>The learners identify and count the sources of water in the mapped area Tzaneen or Port Elizabeth</p> <p>Learners respond to the following questions , having observed the sources of water:  Where do they occur on the mapped areas?  What does it suggest? Is the whole area covered with water supply and what percentage?  Can you classify this area as a low water or high water supply area?  Can this area be declared as a wet or dry point settlement  What evidence to either dry or wet settlement?</p> <p>Activity 4</p> <p>The learners are guided by the teacher to find out about Port Elizabeth from a 1:50 000 map and an orthophoto (1: 10 000 )</p>		
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		<p>a. Calculate the distance in kilometres along the railway line from New Brighton station to North End Station.</p> <p>b. Show your partner the area on the map which is the same as the area on the orthophoto.</p> <p>c. What is the scale of the map and the orthophoto? Which is the bigger scale?</p> <p>d. Use the orthophoto to calculate the length Nr 2 KAAI (No .2 QUAY) in meters.</p> <p>Activity 5</p> <p>a Use the topographic map of Port Elizabeth to find out five constructed and five Physical features.</p> <p>b. Learners are taken out on a fieldwork to observe and record the following by means of a drawing;</p> <ul style="list-style-type: none"> <li>-dipping tank</li> <li>-rivers</li> <li>-windmill</li> </ul> <p>Activity 6</p>		
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		<p>Learners write a controlled class test based on the topographical map of Port Elizabeth</p> <p>Activity 7 Learners write a controlled test based on the topographical map of Tzaneen</p> <p>N.B Teacher may use any other topographical map available in school resources</p>		
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Knowledge	Skills	Values
	<p>Interpretation Measuring Report Presentation Investigation</p>	

Resources: Topographical maps, rulers, text books and atlases



Expanded opportunities:

Reflection:

## LESSON PLAN

LEARNING AREA : SOCIAL SCIENCES (GEO)  
GRADE : 8  
DURATION : 7 periods  
CONTENT IN CONTEXT : SETTLEMENT: Functions of cities, settlement patterns  
DATE :

### KEY QUESTIONS

- 1 .What do you understand by the term Settlement ?
- 2 .Mention any type of settlement you know.
3. Give factors to be considered for the selection of a site.
4. What type of activities that are performed in both settlements?

Los & Ass	Teaching & learning Activities	Details of Assessment	Barriers to learning
<p>L02 GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING</p> <p>AS1:Identifies and compares different types of settlement patterns (people and places)</p>	<p>A Learners are provided with different types of visual sources showing different types of settlements.</p> <p><u>Activity1.1</u></p> <ol style="list-style-type: none"> <li>1 .Choose a source from those provided that shows an area similar to where you live.</li> <li>2. Identify features in the source that you also have in your area</li> <li>3 Make a comparison of the sources given whether they are urban or rural, sparse or compact.</li> </ol> <p><u>Activity 1.2</u></p> <ol style="list-style-type: none"> <li>1 .Draw a simple sketch map of the area you live in.</li> <li>2. Indicate the place where your home is located .</li> <li>3. Add in buildings ,streets and major landmarks.</li> <li>4.Use symbols and abbreviations to show</li> </ol>	<p><u>Form</u></p> <p>Class test Assignment Project</p> <p><u>Method</u></p> <p>Peer Teacher</p> <p><u>Tool</u></p> <p>Rubric Memo</p>	<p>Understanding of Geography Terminology Language is also a challenge</p>

<p>AS2 Identifies factors that influence the formation of settlement patterns(natural, economic, social/political)[people and places]</p>	<p>features.</p> <p><u>Activity 1</u> Learners are given a map of a particular area to identify the types of settlement patterns</p> <p><u>Activity 2</u> Learners use the map key to identify the following kinds of land use: (a) dams (b) a cemetery © places used for recreation (d) areas where there are trees and (e) land that is cultivated</p> <p><u>Activity 3</u> Learners describe the settlement patterns to the west of the map provided. then they make presentations.</p>	<p><u>Form</u> Case study Creative response <u>Method</u> Peer Teacher <u>Tool</u> Observation sheet Memo</p>	<p>Language Terminology Inability to identify information from maps</p>
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Integration

LO1 Geographical enquiry  
AS 1 Identify some physical and constructed features from maps

Skills: Identification , selection, comparison, drawing

Knowledge

Types of settlement patterns  
Factors influencing the formation of settlement patterns

Values

Appreciation  
Respect  
:

Resources

Maps  
Pictures  
Textbooks  
Globes

Expanded opportunities

Learners will be given more activities on map work to identify more features

Reflections

Reflections can be done before and after the lesson.

An indication should be made if the lesson has not been finished during the specified period.

## LESSON PLAN

LEARNING AREA :SOCIAL SCIENCES (GEO)  
GRADE ;8  
DURATION :8 periods  
CONTENT IN CONTEXT : SETTLEMENT: Functions of cities, settlement patterns  
DATE :

## KEY QUESTIONS

- 1.What do you understand by the term Settlement?
- 2.Mention any type of settlement you know.
- 3.Give factors to be considered for the choice of a site.
4. What type of activities that are performed in both settlements?

Los & Ass	Teaching & Activities	Details of Assessment	Barriers to learning
<p>L02 GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING</p> <p>AS1:Identifies and compares different types of settlement patterns (people and places)</p>	<p>A Learners are provided with different types of visual source materials showing different types of settlements.</p> <p><u>Activity1.1</u></p> <p>1 .Choose a source from those provided that shows an area similar to where you live.</p> <p>2 Identify features in the source that you also have in your area</p> <p>3 Make a comparison of the sources given whether they are urban or rural, sparse or compact.</p> <p><u>Activity 1.2</u></p> <p>1 .Draw a simple sketch map of the area you live in.</p> <p>2. Indicate the place where your home is located .</p> <p>3. Add in buildings ,streets and major landmarks.</p> <p>4.Use symbols and abbreviations to show</p>	<p><u>Form</u></p> <p>Class test</p> <p>Assignment</p> <p>Project</p> <p><u>Method</u></p> <p>Peer</p> <p>Teacher</p> <p><u>Tool</u></p> <p>Rubric</p> <p>Memo</p>	<p>Understanding of Geography Terminology Language is also a challenge</p>



<p>AS2 Identifies factors that influence the formation of settlement patterns(natural, economic, social/political)[people and places]</p>	<p>features.</p> <p><u>Activity 1</u> Learners are given a map of a particular area to identify the types of settlement patterns</p> <p><u>Activity 2</u> Learners use the map key to identify the following kinds of land use: (a) dams (b) a cemetery (c) places used for recreation (d) areas where there are trees and (e) land that is cultivated</p> <p><u>Activity 3</u> Learners describe the settlement patterns to the west of the map provided.</p>	<p><u>Form</u> Case study Creative response <u>Method</u> Self Peer Teacher <u>Tool</u> Observation sheet Memo</p>	<p>Language Terminology Inability to identify information from maps</p>
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<p><u>Integration</u>  LO1 Geographical enquiry  AS 1 Identify some physical and constructed features from maps</p>			
<p><u>Skills:</u> Identification , selection, comparison, drawing</p> <p><u>Knowledge</u>  Types of settlement patterns  Factors influencing the formation of settlement patterns</p> <p><u>Values</u>  Appreciation  Respect  :</p>			

Resources

Maps  
Pictures  
Textbooks  
Globes

Expanded opportunities

Learners will be given more activities on map work to identify more features

Reflections

Reflections can be done before and after the lesson.  
An indication should be made if the lesson has not been finished during the specified period.

**LESSON PLAN**

Learning area :Social Sciences (Geo)

Grade :Nine

Date :From ----- To-----

Content /Context :Extracting, analyzing and comparing info from maps ,atlases ,satellite images ,aerial photographs;

(showing relief on maps )

**KEY QUESTIONS**

- 1.How is height represented on maps ?
- 2.What are contour lines ?
- 3.How do contour patterns impact on different landscape features ?

Learner’s prior knowledge (Features on a topographical map (man made /constructed /artificial ; physical/natural features ,use of colours )

LO’s &Assessment Standards	Integration	Teaching &Learning Activities	Assessment Strategies	Barriers to learning
<p>LO 1 Geo enquiry                      AS’s 1.Carries out independent enquiries about aspects of the interrelationships between people ,places &amp; the environment (uses fieldwork )(finds sources )                      3.Analyses &amp; reaches conclusions about information from sources such as photos ,maps and atlases ,graphs &amp;statistics(works with sources)                      4.Presents an independent line of argument in answering questions posed ,&amp; justifies (answers questions)                      5.Communicates knowledge &amp;understanding by constructing own interpretation &amp; argument based on the historical sources include graphics &amp;drama ):uses information technology where available &amp; appropriate (communicates the answer)</p>	<p>History LO 1                      Enquiry                      AS 1-5                      Lang LO 1-5                      Maths LO 4</p>	<p><u>ACTIVITY 1</u>                      Supply learners with topographical maps &amp; in pairs they identify symbols for heights shown on the map i.e (spot heights, trigonometrical beacons ,contour lines &amp;bench marks )Explain how each is used                      Learners draw the above symbols in their activity books .  <u>ACTIVITY 2</u> (Contour Mapping )                      Explain to learners how contours are derived .Move out with your learners and observe a nearby hill, explain that the bottom of the hill is at 0 metres around the hill, as you climb up the hill ,the height increases to the next contour value.                      Back in class supply them with topographical maps.                      Introduce learners to contour lines .                      Refer to the topo map of Kimberly and argue for and against the necessity of trig beacons ,bench marks spot heights and contour lines (each group to take one line of argument)  <u>ACTIVITY3</u>                      Explain that contours give us an indication of slopes and land forms                      In groups they are given a table to complete e.g describing the pattern &amp;drawing the slopes</p>	<p><b>FORM</b>                      Map reading                      -Drawing                      -Completing tables                      -Class work                      -Home work                      -Developing collage</p> <p><b>METHOD</b>                      Teacher                      Pairs                      Groups</p> <p><b>TOOLS</b>                      Memo                      Rubric</p>	<p><b>RESOURCES</b>                      Textbooks                      Topo maps                      Ortthophto maps                      Charts                      Environment                      Sketch maps</p>

SLOPE	CONTOUR PATTERN	DESCRIPTION
Even/uniform		
Terraced /stepped		
Concave		
Convex		
Undulating		
Gentle		
Steep		
Butte		
Mesa		
Valley		
Spur		
Saddle/neck		
Poort		
Canyon		

Consolidate ,draw and give relevant answers

**ACTIVITY 4**

As homework learners identify , collect and paste land forms and slopes on to a big sheet of paper ,making a group collage.

**KNOWLEDGE**

Identifying features on topographicalmaps :

**SKILLS**

Reading types of symbols :

**VALUES**

Ability to read maps :

**RESOURCES**

Textbooks ,Ortho &Topo maps, Tables ,different contour maps

How and why we use symbols and keys :

Extracting info from maps :

Sharing ideas on map reading:

and work books

Different features represented by colours :

Identifying features using colours :

**EXPANDED OPPORTUNITIES**

:Learners identify more features on different contour maps .

**REFLECTION**

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## LESSON PLAN

Learning Area: Social science: Geography

Grade 9

Duration: Two Weeks

Dates: -----Hours-----

References:

Core Knowledge / Content in Context: Aerial Photographs and Ortho photos

### KEY QUESTIONS:

- 1: What are Aerial photographs?
- 2: What are types of photographs?
- 3: How do we interpret marginal information on photographs?
- 4: What are the characteristics of Ortho-photos?
- 5: What factors guide us in interpreting photographs?

Learning Outcomes and Assessment Standards	knowledge	Skill	Values
LO: 1. Geographical Enquiry AS1: Carries out independent enquiries about aspects of interrelations between people, places and the environment (finds sources). AS2: Ask significant questions to evaluate sources----(works with sources). AS 3: analyses and reaches	<ul style="list-style-type: none"> <li>• Sources for identifying and extracting information from photographs.</li> <li>• What aerial photographs is and its characteristics.</li> <li>• Identifying and extracting information from maps and photos</li> <li>• What are ortho photo?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting maps and aerial photos.</li> <li>• Work with sources to identify and extract information from aerial photos.</li> <li>• Comparing different aerial photos</li> <li>• Describing marginal information on photos</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to interpret and read aerial photos</li> <li>• Appreciate the use of photos in map work.</li> <li>• Thinking critically in problem solving by using photos.</li> </ul>

<p>conclusions about information from sources such as photos----- (works with sources).  AS4: Correlates information from various sources with information from maps atlases, satellite images or orthophotos (works with sources).  INTEGRATOIN  ACROSS:  FAL: LO5: Can the learner Collects and records information in different ways?</p>	<ul style="list-style-type: none"> <li>• Advantages of ortho phto over aerial photo and maps</li> <li>• Factors to consider when interpreting photos</li> </ul> <p>RESOURCES  Aerial photograps ( original)  Orthophotos; diagrams showing types of photos and marginal information; topographical map of same area. Textbook; map work book.</p>	<p>PRIOR KNOWLEDGE  -Learners can read conventional map symbols used on topographical maps.  -Learners have seen photographs ( horizontal ) before.  In Gr 7 learners studied orthophoto but not into details.</p>	
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DETAILS OF TEACHIG AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT ACTIVITIES	BARRIERS TO LEARNING
<p>Activity 1: Show to the class varieties of photographs ( horizontal, vertical, oblique, (real aerial photo if available). Learners observe and try to identify and differentiate them.  Explain aerial photo as a photo taken from the air, usually from a aeroplane. Explain that photos are a section of a topographical map.</p> <p>Activity 2: Explain the difference between vertical &amp; Oblique (high and low) by using diagrams, real photos and pictures. Use diagrams. Supply them with new diagrams and let them identify and label them in pairs.  Explain the similarities, advantages and disadvantages between topographical map and aerial photograph. Point to these on the photo</p>	<p><b>Form:</b>  Mark Reading and Analysis  Interpretation of photographs</p> <p><b>METHOD:</b>  Teacher,  Groups  In pairs  Individuals</p>	



<p>and on the map and photo. Eg Photos are usually larger scales than maps.</p> <p>Activity 3: Bring an original aerial photograph or draw diagram / sketch to show the marginal information and explain what each term means ( the job number; flight n.; photograph no. the counter; clock; altimeter; spirit level; collimation/fiducial marks photograph centre). Learners <b>label a sketch</b> of an aerial photograph in pairs.</p>	<p><b>Tools:</b> <b>Memorandum</b> <b>checklist</b></p>	
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## LESSON PLAN THREE

Learning Area: Social science: Geography

Grade 9

Duration: Two Weeks

Start Dates:-----End Date-----Hours----6

References:

Core Knowledge / Content in Context: Aerial Photographs and Ortho photos

### KEY QUESTIONS:

- 1: What are Aerial photographs
- 2: What are types of photographs
- 3: How do we interpret marginal information on photographs?
- 4: What are the characteristics of Ortho-photos?
- 5: What factors guide us in interpreting photographs?

Learning Outcomes and Assessment Standards	knowledge	Skill	Values
LO: 1. Geographical Enquiry AS1: Carries out independent enquiries about aspects of interrelations between people, places and the environment (finds sources). AS2: Ask significant questions to evaluate sources----(works with sources). AS 3: analyses and reaches	<ul style="list-style-type: none"> <li>• Sources for identifying and extracting information from photographs.</li> <li>• What aerial photographs is and its characteristics.</li> <li>• Identifying and extracting information from maps and photos</li> <li>• What are ortho photo?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting maps and aerial photos.</li> <li>• Work with sources to identify and extract information from aerial photos.</li> <li>• Comparing different aerial photos</li> <li>• Describing marginal information on photos</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to interpret and read aerial photos</li> <li>• Appreciate the use of photos in map work.</li> <li>• Thinking critically in problem solving by using photos.</li> </ul>

<p>conclusions about information from sources such as photos----- (works with sources). AS4: Correlates information from various sources with information from maps atlases, satellite images or ortho photos (works with sources). INTEGRATION WITHIN History. LO 1 AS 3: Analyses information in the sources (Works with sources)</p> <p>ACROSS: FAL: LO5: Can the learner Collects and records information in different ways?</p>	<ul style="list-style-type: none"> <li>• Advantages of ortho phto over aerial photo and maps</li> <li>• Factors to consider when interpreting photos</li> </ul> <p>RESOURCES Aerial photograpgs ( original) Orthophotos; diagrams showing types of photos and marginal information; topographical map of same area. Textbook; map work book.</p>	<p>PRIOR KNOWLEDGE</p> <p>-Learners can read conventional map symbols used on topographical maps. -Learners have seen photographs ( horizontal ) before. In Gr 7 learners studied orthophoto but not into details.</p>	
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DETAILS OF TEACHIG AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT ACTIVITIES	BARRIERS TO LEARNING
<p>Activity 1: Show to the class varieties of photographs( horizontal, vertical, oblique, (real aerial photo if available). Learners <b>observe</b> and try to <b>identify and differentiate them</b>. <b>Explain</b> aerial photo as a photo taken from the air, usually from the fuselage of an aeroplane</p>	<p>FORM: Map Reading &amp; analysis :AERIAL PHOTOGRAPH: Identification, and labelling of photos. Drawing of types of photos.</p>	<p>SOURCES Aerial Photos and orthophos are not always available in GET schools. Borrow from High Schools around.</p>

<p>Activity 2: <b>Explain</b> the difference between vertical &amp; Oblique (high and low) by using diagrams, real photos and pictures. Supply them with another diagram and let them <b>identify</b> and <b>label</b> them in pairs.</p> <p><b>Explain</b> the similarities, advantages and disadvantages between topographical map and aerial photograph. <b>Point</b> to these on the photo and the map.</p> <p>Activity 3: Bring an original aerial photograph or draw diagram / sketch to show the marginal information and explain what each term means ( the job number; flight no, photograph no. the counter; clock; altimeter; spirit level; collimation/ fiducial marks photograph centre).</p> <p>Learners <b>label a</b> sketch of an aerial photograph in pairs.</p> <p>Activity 4: Introduce an Orthophoto: Middelburgh and explain what an orthophoto is: a combination of aerial photograph and topographical map details (all distorted images are rectified so true to scale). Explain the surrounding information: Scale, 1:10000; Title-2529CD5. Middelburg Learners do activities on the scale and the title and <b>compare</b> the scale with that of the topographical map.</p> <p>Activity 5: Using the same ORTHOPHOTO. explain factors to consider when interpreting the photo. After that, set an activity for learners in groups. These factors are:</p> <p>1: Shape of objects; 2: The sizes of objects. 3: Shadows; 4: The tone; 5: the texture</p> <p>Learners <b>do interpretation</b> of Middelburg/ other orthophoto assigned in groups.</p>	<p>Creative Response</p> <p>Method: Teacher; groups; In pairs</p> <p>TOOL: Checklist; Holistic Rubric</p> <p>-----</p> <p>FORM: Interpretation of orthophoto questions.</p> <p>Method: In groups; Teacher</p> <p>TOOL: Memorandum Checklist</p>	<p>Learners may find it difficult to see objects/ features clearly on photos may be due to poor eye sights or lack of training. Provide magnifying glass. Be patient and assist learners in the identification.</p>
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EXPANDED OPPORTUNITIES:

Collect aerial and orthophotos; topographical map and bring them to class for comparisons.

They use cell phones to take pictures horizontally,Vertically and obliquely.

REFLECTIONS:

LESSON PLAN

**LEARNING AREA:** Social Science; Geography

Grade 9

**DURATION :** 2 Weeks      Start Date-----End Date -----Hours-----References-----

**CONTENT IN CONTEXT/ KNOWLEDGE FOCUS:** Scales and Measurement. Time, speed and distance.

**KEY QUESTIONS**

- What is the scale of a map and how many types are there?
- What are the relations between a large and small scale?
- How do we measure distances on maps?
- How do we calculate time, speed and distance on maps

Learning Outcomes and Assessment Standards	Integration	Details of Teaching and Learning activities	Details of Assessment activities	Barriers to learning
<p>LO1: Geographical Inquiry</p> <p>AS3: Analyses and reaches conclusions about information from sources such as photos, maps, atlases graphs and statistics(works with sources)</p> <p>AS4: Correlates information from various sources with information from maps, atlases, satellite or orthophotos (works with sources)</p>	<p><b>Within:</b> History: LO1 AS 3: Analyse the information in the sources.</p> <p><b>ACROSS</b></p> <p>MATHs: LO4: AS 4: Solves problem by measuring precisely and selecting measuring</p>	<p><b>ACTIVITY 1:</b> <b>Ask learners</b> about how it is possible to depict areas such as the world, Africa, South Africa, Transkei on the same piece of paper. Build on their answers to derive a definition for a scale- A scale represent a relationship between distances/objects/areas on the map/paper and reality ( the same distance on the ground).</p> <p><b>ACTIVITY 2:</b> For learners to understand and work out scales , revise metric system used in South Africa. Provide metric table</p>	<p>FORM: Map Reading and Analysis Creative response</p> <p>METHOD Teacher Individual In groups In pairs</p> <p>TOOL: Checklist</p>	<p>Problem with metrication. Scales depend on metrication and so do work in metrication.</p> <p>Calculation of figures. Pay more attention to weaker learners</p>

	<p>instruments appropriate to the problem; estimating and calculating with precision----&gt;</p> <p><b><u>LANG.</u></b></p> <p><b>FAL:</b> LO5 ; AS3 Collects and record information in different ways.</p>	<p>for <b>learners to do</b> some activities on metrication. ( Use attached Source A)</p> <p><b><u>ACTIVITY 3:</u></b> Introduce the THREE types of scales. Explain each type by <b>performing</b> activities in groups with learners.</p> <ol style="list-style-type: none"> <li>1. Statement scale or Word scale.</li> <li>2. Representative Fraction or Ratio scale (RF).</li> <li>3. Linear scale or line scale.</li> </ol> <p><b><u>STATEMENT</u></b> scale is shown by means of words or a written statement eg. 1 centimetre represent 1 kilometre (not equal to) Or in figures; 1cm to 1km; 1cm to 100cm. Learners <b>write some examples</b> in pairs into their work books.</p> <p><b><u>REPRESENTATIVE FRACTION</u></b> The scale is indicated by a fraction or a ratio. Eg. 1/10 or 1:10; 1/50 000 or 1:50 000; 1cm represent 10cm means 1cm on the map represent 10 cm on the ground. Both units,1 the numerator and 10, the denominator, must be in the same unit. Advantages of. It is a ratio and could be used in any other units ie. Metres, inches, miles.( metric and imperial)</p>	<p>Memorandum Holistic Rubric</p>	
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		<p>Statement: 1cm represent 1 km.  (RF )Fraction: 1/100 000  Ratio: 1: 100 000</p> <p>ACTIVITY 4  <u>Concept of Large and Small Scales</u>  Introduce the concept of large and small scales: Provide different scales: 1: 25; 1:500, 1: 1000, 1: 50 000 1: 250  Learners rank from small scale to large scale in pairs. Introduce 4 maps with different scales . (Source B.) In pairs, Learners identify /rank into small and big scales. Ask which map would show more details or less details and why? A large scale map shows more details than a smaller scale map. This is because it covers a smaller land area while small scale map covers a larger surface eg. Atlas maps and topographical maps.  Let them understand the RULE: the larger the denominator the smaller the scale and vice versa.  Introduce a topographical map 1:50 000 and orthophoto 1:10 000. Let them describe the two scales and give reasons.</p> <p>ACTIVITY 5  <u>LINEAR SCALE:</u>  It is a straight line divided off into units which represent the equivalent</p>		
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		<p>distance on the ground. It has a primary scale on the right of zero and secondary or divided scale on the left of zero.</p> <p>Draw a linear scale of 1cm to 1km or 2cm to 1km (1: 50 000) 6km long and discuss how it is simply drawn with learners. Use a ruler. Show learners how to use the scale after measuring distances on the map.</p> <p><b><u>Class Work:</u></b> Let <b>learners draw</b> scale of 1cm to 100cm in groups. They use a ruler and a pair of dividers .</p> <p><b><u>ACTIVITY 6</u></b> <b><u>MEASURING DISTANCES ON MAPS.</u></b></p> <p>Resources: A pair of dividers; ruler; scrap paper; string; pencil. Source C: Topographical map: 1:50000 and its linear scale.</p> <p>In groups of 4 learners calculate two distances indicated on the map. A: straight line between two points. B: irregular /curved line between to points. Method: A: They put the straight edge(paper) along the line. Mark the two points A&amp;B. They read the distance straight along the linear scale. The result</p>		
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		<p>should be in km and metres. The kilometre along the primary division. and the metres along the secondary division.</p> <p>B: Curved/ irregular distances:</p> <ul style="list-style-type: none"> <li>• learners: cut the line into straight segments.</li> <li>• mark the start on paper eg. A put the paper along the segments and mark both paper and map.</li> <li>• pivot/rotate paper round the segments till the end and mark end-B</li> <li>• put the paper A-B along the linear scale and read off in km and metres.</li> </ul> <p>learners practise using the string, Pair of dividers and ruler but the best is paper. Give learners assignment to do at home from their textbook</p> <p><b><u>CALCULATION OF SPEED, TIME AND DISTANCE</u></b></p> <p><b><u>ACTIVITY</u></b></p> <p>The teacher introduces the calculation of the above aspects by giving them the formula</p>		
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		<p>Question: How long will it take a person travelling from a place (point A to B on a map) to cover the distance eg. 10cm, while travelling at the rate of 50km/hour?</p> <p>CLUE! Measure the distance between the two points. Use the scale 1:50 000, the time it would take a bus convert to km. Then use the formula Time= d/s as above.</p> <p>Note! The base for calculation time is 60 minutes=1hour.</p> <p><b>TASK:</b> Calculate the time it will take a bus travelling from town A to town B on a map in straight line at a speed of 30 km/hour. Note! The distance of the road is about 20cm on the map. Learners do the task in pairs and report to the class.</p>		
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EXPANDED OPPORTUNITY: Learners check the atlas for both small scale and large scale maps. They give reasons for their selections.

## SOCIAL SCIENCES

**SECTION: History**

**GRADE: 9**

**DURATION: 1Hour**

**CONTENT / CONTEXT: Nazism – Human Rights Issues**

**DATE FROM .....**TO**.....**

**KEY QUESTIONS: 1. Nazism, it’s characteristics and repercussions.**

<b>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT DETAILS</b>	<b>INTEGRATION</b>	<b>BARRIERS TO LEARNING</b>
<p><b>LO.1 Historical enquiry</b></p> <p><b>AS. 1- Investigates a topic by asking key questions and Identifies a variety of sources to explore the topic.</b></p> <p><b>As. 3- Analyses the information in sources (work with sources).</b></p> <p><b>AS.4 – Communicates knowledge and understanding by constructing his/her own interpretation and argument based on the historical sources. This should include extended writing, artwork, graphics and drama. Use IT where available.</b></p>	<p><b>Activity 1:</b> Teacher explains the founding of the Nazi Party in Germany. Learners must <b>write</b> important words and their meaning in note books, using the dictionary: eg. Nazism, nationalism, socialism, racism.</p> <p>Learners <b>draw</b> the emblem of the Nazi party in their books.</p> <p><b>Activity2 –</b> Learners are given the source on the manifesto of the Nazi’s. They <b>read</b> and</p>	<p><b>FORM:</b> Assignment</p> <p><b>TOOLS:</b> Memo / rubric</p> <p><b>METHOD:</b> teacher</p>	<p>GEO. LO.1 AS.3</p>	

	<p><b>analyse</b> the manifesto carefully.</p> <p>Learners <b>explain</b> these ideas in simple words and also give their <b>own opinion</b> on each one.</p> <p>This must be done in the form of Short explanatory paragraphs.</p>			
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KNOWLEDGE	SKILLS	VALUES
Human rights What is racism? Forms of racism. Racism in Germany.	Be able to identify forms of racism and human rights abuses. Be able to compare racism in Germany with racism in S.A.	Respect for one another. Tolerance for one another. Treasure democracy.

**RESOURCES:** Textbook; sources; pictures; newspaper reports.

**EXPANDED OPPORTUNITIES:** Learners can share their experiences / knowledge of human rights abuses.

**REFLECTION:** - Note mistakes learners made in their activity in order to give more exercises on these problem areas.  
- Try to organize some time if learners still have some thorny issues They want to discuss.

## **SOCIAL SCIENCES**

**SECTION:** History

**GRADE:** 9

**DURATION:** 2 hours and 30 minutes

**CONTENT / CONTEXT:** Prosecution of “Non-Germans” by the Nazi’s / Human rights Abuses

**DATE: FROM** .....**TO**.....

**KEY QUESTIONS:** 1. What happened to Non-Aryans in Germany?

<b>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT DETAILS</b>	<b>INTEGRATION</b>	<b>BARRIERS TO LEARNING</b>
<p><b>LO.1 Historical enquiry</b></p> <p><b>AS. 1- Investigates a topic by asking key questions and identifies a variety of sources to explore the topic.</b></p> <p><b>As. 3- Analyses the information in sources (work with sources).</b></p>	<p><b>Activity 1:</b> Teacher explains the prosecution of Jews and others in Germany by the Nazi’s.</p> <p>Make use of different examples(sources) in order to show the different reasons for these abuses. (Use sources from any textbook).</p> <p>Give the learners sources to identify the types of human rights abuse.</p> <p>Learners interpret sources.</p> <p>Learners analyse sources.</p> <p><b>Activity 2 (50 minutes)</b> Teacher <b>guides</b> learners in the process of <b>brainstorming</b> underlying reasons for the holocaust.</p>	<p><b>FORM:</b> - case study (As home work)</p> <p><b>TOOLS:</b> - rubric</p> <p><b>METHOD:</b> - teacher</p>	<p>GEO. LO.1 AS.2 AS.3</p>	

	<p>Learners <b>compare</b> persecution of the Jews with oppression of the black communities in SA during apartheid.</p> <p><b>Activity 3</b> Learners <b>conduct</b> interviews with people who underwent unpleasant experiences during apartheid.</p> <p>Teacher provides a case study on holocaust for learners to <b>read</b> at home.</p>			
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KNOWLEDGE	SKILLS	VALUES
<p>What is prosecution in general?</p> <p>How were Non-Aryans in Germany prosecuted?</p> <p>Prosecutions in S.A, during apartheid years.</p> <p>Detailed knowledge on the holocaust as example of these prosecutions</p>	<p>Be able to identify acts as prosecution or not.</p> <p>Be able to identify who the writers of certain sources are. (to recognize biasness)</p> <p>Be able to relate to others.</p>	<p>To make right choices in life.</p> <p>Empathy</p>

**RESOURCES:** Textbook; sources; pictures; newspaper reports, human sources(interview).

**EXPANDED OPPORTUNITIES:** Get a person who was detained during apartheid to come and share his experiences.

**REFLECTION:** .

### **SOCIAL SCIENCES**

**SECTION:** History

**GRADE:** 9



**DURATION: 4 HOURS 10 minutes**

**CONTENT / CONTEXT: Resistance to persecution by the Nazi's -  
Human Rights Issues**

**DATE FROM.....TO.....**

**KEY QUESTIONS: 1. What forms did resistance to Nazism take in Europe?  
2. What forms did resistance to apartheid take in S.A.?**

<b>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT DETAILS</b>	<b>INTEGRATION</b>	<b>BARRIERS TO LEARNING</b>
<p><b>LO.1 Historical enquiry</b></p> <p><b>AS. 1- Investigates a topic by asking key questions and Identifies a variety of sources to explore the topic.</b></p> <p><b>AS.2 – Asks significant questions to evaluate sources, eg. To identify bias and stereotypes, omissions and gaps.</b></p> <p><b>Analyse the information in the sources.</b></p> <p><b>AS. 5- Communicates knowledge and understanding by contracting own interpretation and argument based on historical sources (extended writing,</b></p>	<p><b>Activity 1:</b> The teacher gives different sources on resistance to Naziism in Europe for example ( fleeing of Non-Germans; The White Rose Resistance Movement; Uprisings in Warsaw) learners to <b>read</b> and <b>interpret</b> and brainstorm it. Groups then have to <b>report</b> on it.</p> <p><b>Activity 2:</b> The learners continue to <b>read</b> on the Ku Klux Klan and come and <b>role play/</b> dramatize the process.</p> <p><b>Activity 3:</b> Learners <b>draw comparisons</b> between the American experience during the time of Martin Luther King and</p>	<p><b>FORM:</b> Test Home work activity</p> <p><b>TOOL:</b> Memo</p> <p><b>METHOD;</b> teacher</p>	<p><b>LO</b></p>	

<b>artwork, graphics and drama); uses information technology where available and appropriate communicates the answer.</b>	Malcolm X with German experiences of human rights abuse.			
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KNOWLEDGE	SKILLS	VALUES
Resistance to Nazism in Europe. Ku Klux Klan in USA Martin Luther King	To be able to compare situations with one another. To distinguish different forms of resistance. To understand the importance of resistance.(leaders)	Balanced person Empathy

**RESOURCES:** Textbook; sources; pictures,

**EXPANDED OPPORTUNITIES:** Have extra sources available to be studied by the faster learners or any other activity that will expose learners to further reading for research.

**REFLECTION:** -

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**ACTIVITY 1 = HUMAN RIGHTS AND RESPONSIBILITIES**

FROM copy

1. Right to life and security – Do not hurt and kill other people.
2. Right to free from degrading – Do not degrade others or look down on them.
3. Right to privacy – Stop being curious about others and stop gossiping.
4. Right to freedom of belief – Do not judge others who do not have the same beliefs as you. Listen to others without feeling threatened.
5. Right to freedom of opinion – Learn to be tolerant and learn more about others ideas.
6. Right of peaceful assemblies – do not break up other’s meetings. Respect their activities.
7. Right to participate in government – accept all local councilors.
8. Right to social security – have respect for other’s property and bodies.
9. Right to work – Do not threaten who wants to work during times of stay aways.
10. Right to education – Act responsibly in class. Do not disrupt classes.

#### GUIDELINES ONLY

### ACTIVITY 1 – MARCH OF THE WOMEN

#### SOURCE A

Page 157  
Source d  
People in Place and Time

#### SOURCE B

Page 157  
Source e  
People in place and Time

1. Was the march of the women a non-racial one?

- Proof your answer from the source. 1+2(3)
2. What are these ladies carrying? 2x2(4)
3. Is the cartoonist pro- or anti the march?  
Give a reason for your answer. 1+1x2(3)
4. How would the arrest of women affect others?  
Refer to the source in order to answer this. 3x2(6)

MEMO

1. yes/ there was one of each of the 4 race groups of SA//
  2. petitions// with signatures against the carrying of passes  
by women//
  3. Pro / everything is so peaceful in the cartoon//
  4. homes will be broken up without them//  
children would be without care at home//  
babies will be without their mothers//
- /16/

**ACTIVITY 3 = GROUP DISCUSSIONS ON TAKING UP ARMS TO GET  
WHAT YOU WANT**

RUBRIC FOR ASSESSMENT

Page 17 = Our World, Our society  
Learner's workbook

<p><b>LO.1 Historical enquiry</b></p> <p><b>AS. 1- Investigates a topic by asking key questions and Identifies a variety of sources to explore the topic.</b></p> <p><b>As. 2- Asks</b></p>	<p><b>Activity 1:</b> Teacher explains the forms of resistance in Europe by referring to: -Fleeing of Non-Aryans out of Germany -Resistance Movements eg. White Rose Res. Movement - Uprisings (in Warsaw) Make use of a relevant textbook</p>	<p><b>FORM:</b> Source- Analyses  Group – discussion  <b>TOOLS:</b> Memo rubric</p>	<p><b>GEO.</b> LO.1 AS.3  <b>Lang.</b></p>	<p>Lack to listen to other people's experiences.  Low self esteems – to speak in groups in class.  Lack of knowlegde on</p>
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<p><b>significant questions to evaluate the sources</b>  <b>As. 3- Analyses the information in sources (work with sources).</b></p> <p><b>AS.4- Presents an independent line of argument in answering questions posed, and justifies the conclusion reached.</b></p>	<p>Learners can be given many sources and have to ask questions on them.</p> <p><b>Step 2:</b> Explain the passive resistance to apartheid between 1945 and 1960's.  Refer to:  - Programme of Action  - Defiance campaign  - Freedom Charter  - March of the women  - Sharpville incident  Make use of appropriate sources and pictures.  <b>(50 minutes)</b></p> <p><b>Step 3:</b> Explain the “ArmedStruggle” in S.A.  Refer to:  - MK and POQO  - Revonia Trials  - SOWETO uprising  <b>(50 minutes)</b></p> <p><b>Step 4:</b> Learners must do activities.  <b>ACT. 1 -</b> Learners must do the activity on the march of the women:  +  <b>ACT.2 –</b> Learners are given the source with the human rights. They must indicate next to each one our responsibility towards it.  <b>(50 minutes)</b></p> <p><b>ACT.3 –</b> In groups discuss the following:  Is taking up arms the right way to resolve a problem?  Put your arguments in</p>	<p><b>METHOD:</b>  teacher</p>	<p>English to give your opinion in groups.</p>
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	written form. <b>(50 minutes)</b>			
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