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?

<table>
<thead>
<tr>
<th>Selected LOs and ASs</th>
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<th>Teaching and Learning Activities</th>
<th>Details of assessment</th>
<th>Resources</th>
<th>Barriers to learning</th>
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</thead>
<tbody>
<tr>
<td>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:Uses information from sources to answer questions about people, events, objects and places in the past</td>
<td>LO1 Geo AS 1 AS 6 LO 3 Lang AS 3 3.5 3.6 6.1 6.2</td>
<td><strong>Activity 1</strong> The teacher together with learners brainstorming the term ‘transport’  - What is transport used for? Learners discuss how they got to school that day.  <strong>Activity 2 : Forms of transport</strong> 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 case studies (extracts) which have land, air and water form of transport. The teacher helps learners to read</td>
<td><strong>Forms:</strong> Written class works Home works Research Case Study <strong>Method</strong> Teacher Peer <strong>Tool</strong> Marking memo Marking rubric (for research)</td>
<td>Flip charts Textbooks</td>
<td></td>
</tr>
</tbody>
</table>
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]

and understand the case study. Learners identify hardships, difficulties and dangers around each form of transport

Activity 3: Advantages of earliest forms of transport

3.2 The teacher brings a flipchart with a wheel showing forms of transport dating from 200 years backwards. Learners identify forms of transport in the wheel (chart). The teacher explains the uses of forms of earliest transport shown in the chart.

3.3 In Classwork, learners list the advantages of earliest transport

Activity 4: Disadvantages of earliest forms of transport

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 orally discuss the disadvantages of using earliest forms of transport.

Activity 5: Latest forms of transport

4.1 Learners list modern forms of transport used when travelling

4.2 With the assistance of the teacher, learners discuss the advantages of latest forms of transport

Activity 6: Uses of transport

The teacher groups learners and gives each group two forms of modern transport, learners identify the uses of those forms of transport
<table>
<thead>
<tr>
<th>SKILLS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Research skills</td>
<td>• Forms of transport</td>
<td>• Patience</td>
</tr>
<tr>
<td>• Discussion</td>
<td>• How to avoid accidents</td>
<td>• Tolerance</td>
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<tr>
<td>• Communication</td>
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<tr>
<td>• Participative listening</td>
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<th>Expanded opportunities</th>
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<td>Reflections</td>
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</tbody>
</table>


TERM 2

**LEARNING AREA**: SOCIAL SCIENCES (HISTORY)

**GRADE**: 4

**DURATION**: 7 Hours

**CONTENT**: History of transport:

**KEY QUESTIONS**: How to conduct Research Project?

<table>
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<tr>
<th>Selected LOs and ASs</th>
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</table>
| 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: Uses information from sources to answer questions about people, events, objects and places in the past | LO1 Geo AS 1 AS 6 LO 3 Lang AS 3 3.5 3.6 6.1 6.2 | **Activity 1**: Strategies of conducting a research project  
The teacher equips the learners on how to conduct a research. The following aspects are highlighted:  
• Identification of a topic question  
• Identification of resources  
• Formulation and filling in of questionnaire  
• Identification of resource persons  
• Approaching the interviewees  
• How to conduct themselves during the interview  
• How to take notes, write summary  
**Activity 2**: Issuing of consent forms. The teacher explains | | Older people Photocopied extracts Consent forms |
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]

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<tr>
<td>• Discussion</td>
<td>• How to avoid accidents</td>
<td>• Tolerance</td>
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<tr>
<td>• Communication</td>
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<td></td>
</tr>
<tr>
<td>• Participative listening</td>
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</tr>
</tbody>
</table>

aspects that appear in the consent forms. Learners are given a chance to ask questions for clarity purposes.

Activity 3: Research
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, design a questionnaire addressing research about causes of road accidents and how to reduce them

Activity 3
Learners conduct individual research through interviews and reading of print media
Research topic: Causes of road accidents and how they can be reduced

Activity 4
Learners present their research to the teacher, later they discuss their research experience and findings

Values and Attitudes
• Patience
• Tolerance

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?

<table>
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<tr>
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<th>Barriers to learning</th>
</tr>
</thead>
</table>
| LO 3 Geo             | LO 1 Hist AS1-3 | Activity 1
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. |            |           |                      |
| AS1: Identifies issues associated with resources and services in a particular context [identify the issue] |            | Activity 2
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 factors (issues) that contribute to abuse of resources. |            |           |                      |
| 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] |            | Activity 3
The teacher brings to class 2 pictures showing a rural settlement and an urban settlement. |            |           |                      |
| AS3: Suggests ways to |            | Forms
Classwork Test |           | Newspaper cuttings Textbooks Photocopies case studies Worksheets |                      |
|                      |            | Method
Teacher |           |           |                      |
|                      |            | Tool
Question Paper Memo |           |           |                      |
improve access to resources in a particular context [makes choices]

Learners must **compare** the 2 pictures **identify** similarities and differences. 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..

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.

<table>
<thead>
<tr>
<th>Service</th>
<th>Rural Areas Case study</th>
<th>Urban Areas Case study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sewerage</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Rubbish removal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical service/Hospital/Cl</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 4

4.1
The teacher shows learners 2 pictures, one with women carrying buckets of water on their heads, at the background there are round mud houses. The second one show people washing cars with water from the tap and at the background there is there is a big house with electricity.

The teacher, together with learners explains the difficulties people encounter in rural areas and how these difficulties around access to resources can be improved.

4.2
With the assistance of the teacher, learners discuss how human basic needs are met nowadays and how they were met in the past. The teacher draws some notes from various sources for learners.

SKILLS
- Discussion
- Comparing
- Reading
- Writing

KNOWLEDGE
- Renewable and non renewable resources
- Services

VALUES AND ATTITUDES
- Empathy
TERM 2

LEARNING AREA : SOCIAL SCIENCES9(HISTORY)

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?

<table>
<thead>
<tr>
<th>Selected LOs and ASs</th>
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<th>Resources</th>
<th>Barriers to learning</th>
</tr>
</thead>
</table>
| LO 2 Historical knowledge and understanding | Geo : LO 1 AS 1 AS 6 Lang LO 3 AS 3.5 AS3.6 AS6.2 | Activity 1
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.
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. | Forms
Classworks
Case
Study/Contextual Analysis
Homeworks | Textbooks
Photocopied case studies
A4 paper
Koki pens | |
| AS1 : Use common words and phrases relating to the passing of time (e.g. old, new, before, after, months, years)[chronology and time] | | Activity 2
2.1 Learners are introduced to the concept of time. They identify activities that happened ‘today’, ‘yesterday’ and ‘tomorrow’, in their | |
| AS 2 : Give reasons for and explains the results of actions of people in the past in a given context[cause and effect] | | | |
| AS 3: Identifies similarities and differences between past | | | |

10
and present ways of doing things in a given context [similarity and difference]

|   | daily lives. Learners identify leaders who are currently (now) leading in their communities, churches and other organisations. Learners identify leaders who were leading ‘then’ 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) 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. 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. **Activity 3** 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. **Activity 4** 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. |   |   |
**Activity 5**: 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.

**Activity 6**  
As individuals, learners make poster of the three important leadership traits. They display three best posters on the classroom wall

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>KNOWLEDGE</th>
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</thead>
<tbody>
<tr>
<td>• Writing</td>
<td>• Qualities of good leader</td>
<td>• Sharing</td>
</tr>
<tr>
<td>• Discussion</td>
<td>• Concept of time</td>
<td>• Empathy</td>
</tr>
<tr>
<td>• Poster making</td>
<td>• Passive resistance</td>
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</tr>
<tr>
<td>• Listening</td>
<td>• Apartheid</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>• Passive resistance</td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Selected LOs and ASs</th>
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<th>Resources</th>
<th>Barriers to learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 2 Historical knowledge and understanding</td>
<td>Geo : LO 1 AS 1 AS 6 AS 3.5 AS3.6 AS6.2</td>
<td><strong>Activity 1</strong> Learners identify learner leaders in their school. They explain how these learners are elected. Learners discuss the roles and responsibilities of learner leaders <strong>Activity 2</strong> 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</td>
<td><strong>Forms</strong> Classworks Case Study/Contextual Analysis Homeworks <strong>Method</strong> Teacher Group <strong>Tools</strong> Question paper Marking memo</td>
<td>Photocopied case studies Questionnaire Old people</td>
<td></td>
</tr>
</tbody>
</table>
### Activity 3
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.

### Activity 4
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.

<table>
<thead>
<tr>
<th>SKILLS</th>
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<th>VALUES AND ATTITUDES</th>
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</thead>
<tbody>
<tr>
<td>Research</td>
<td>Uprising</td>
<td>Empathy</td>
</tr>
<tr>
<td>Interviewing</td>
<td>Apartheid</td>
<td>Sharing</td>
</tr>
<tr>
<td>Participative</td>
<td>Elections</td>
<td>Tolerance</td>
</tr>
<tr>
<td>listening</td>
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<td></td>
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<tr>
<td>Independent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reading</td>
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<tr>
<td>Simulation</td>
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</tbody>
</table>

Expanded opportunities:

Reflections:

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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?

<table>
<thead>
<tr>
<th>Selected LOs and ASs</th>
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<th>Teaching and Learning Activities</th>
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<th>Barriers to learning</th>
</tr>
</thead>
</table>
| LO 3 : Historical interpretation | LO 1 Geo AS1 AS2 AS6 LO 3 Lang AS 3.5 AS 3.6 AS 6.1 AS 6.2 | **Activity 1**
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. | Forms
Class exercises
Research project
Method
Teacher
Tools
Marking rubric Questions and memo | Bill of rights
Textbooks |
<p>| <strong>Activity 2 : Christianity</strong> | Learners answer the following questions in their daily activities book: | |
| | • When do Christians celebrate the birth of Jesus? | |
| | • What is the main symbol of | | | |</p>
<table>
<thead>
<tr>
<th><strong>Christianity?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners write three things they would do at Christmas time if they were Christians.</td>
</tr>
<tr>
<td>Learners design a greeting card to a Christian friend at Christmas.</td>
</tr>
<tr>
<td>The teacher makes a summary about Christianity and give learners some notes from various sources.</td>
</tr>
<tr>
<td><strong>Activity 3 : Judaism</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>3.2 Learners design a greeting card to send to a Jewish friend for a Jewish New Year.</td>
</tr>
<tr>
<td><strong>Activity 4 : Islam</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>4.2 Learners design a greeting card to send to a Islam friend for a Islam New Year.</td>
</tr>
<tr>
<td><strong>Activity 5: Buddhism</strong></td>
</tr>
<tr>
<td>5.1 Learners read an extract taken from a textbook (which is a secondary source), the</td>
</tr>
</tbody>
</table>
extract is about Buddhism. From it, they find out more about the Buddhism teachings, practices.
5.2 Learners design a Buddhism wheel of life

**Activity 6: Hinduism**
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
6.2 Learners mention 3 Hindu important gods and which aspect of the universe each god represents.

**Activity 7: African traditional religion**
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.
7.2 Learners interpret the sources by identifying areas where the two authors differ and why.

**Activity 8**
Learners are given stickers bearing information related to the different religious practices, they
must paste them against the relevant religion in a table drawn by the teacher

**Activity 9**
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.

**Activity 10**
Learners communicate their findings through written and oral presentation

<table>
<thead>
<tr>
<th>SKILLS</th>
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<th>VALUES AND ATTITUDES</th>
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</table>
| • Comparison and contrast  
• Enquiry/research  
• Communication | • Religions of the world  
• Religious festivals | • Tolerance  
• |

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?

<table>
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<th>Barriers to learning</th>
</tr>
</thead>
</table>
| LO 1 : Geo enquiry   | LO 1: Hist  | **Activity 1**
| AS 1 : Identify      | enquiry     | Learners explain what they think a map is.
| information from     | AS : 1-3    | Pictures which explain the meaning of the map
| various sources e.g. |            | are used by the teacher to introduce Mapwork.
| maps, atlases and    |            | **Activity 2**
| books [find sources]|            | Learners are given political maps, relief and
| AS 2 : Organises     |            | topographic maps to identify information they
| information under    |            | see on these maps. Learners will identify keys,
| given headings       |            | symbols etc
| AS 3 : Identify      |            | **Activity 3**
| symbols used in      |            | Teacher take learners outside the classroom,
| different kinds of   |            | they observe the features around them. |
|                      |            | Forms Classworks Test.
|                      |            | Method Teacher
|                      |            | Tools Question paper Marking memo
|                      |            | Maps Globe Textbook |
maps (including plan view, grids and map Keys) [works with sources]
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].
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]

Learners identify man-made/constructed/artificial features and natural/physical features.

**Activity 4**
The teacher leads learners to represent features they have seen outside. Learners write features and draw symbols next to the relevant feature.

**Activity 5**
Learners categorise the symbols into Natural, Physical and Political features.

**Activity 6**
Learners draw a plan of football field/netball field and show all the keys

<table>
<thead>
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<th>VALUES AND ATTITUDES</th>
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<tbody>
<tr>
<td>• Identification</td>
<td>• Sources</td>
<td>• Sharing</td>
</tr>
<tr>
<td>• Drawing</td>
<td>• Symbols</td>
<td></td>
</tr>
<tr>
<td>• Categorising</td>
<td>• Keys</td>
<td></td>
</tr>
<tr>
<td>• Orthophoto maps</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>LO 1 Geo enquiry</td>
<td>LO 1:Hist</td>
<td><strong>Activity 1</strong></td>
<td>Forms</td>
<td>Map of South Africa</td>
<td></td>
</tr>
<tr>
<td>AS 4:Locates places</td>
<td>AS 1-3</td>
<td>The teacher indicates that South</td>
<td>Classwork Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>using a simple grid</td>
<td>LO 3 : Lang</td>
<td>Africa is divided into nine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>referencing system</td>
<td>AS 3.5</td>
<td>provinces</td>
<td>Methods</td>
<td>Map of the World</td>
<td></td>
</tr>
<tr>
<td>and directions[works</td>
<td>AS 3.6</td>
<td>A chart with blank map of South</td>
<td>Teacher</td>
<td>Map of Eastern</td>
<td></td>
</tr>
<tr>
<td>with sources]</td>
<td>AS 6.1</td>
<td>Africa is used.</td>
<td>Tool</td>
<td>Cape</td>
<td></td>
</tr>
<tr>
<td>AS 5:Identifies</td>
<td>AS 6.2</td>
<td>In groups, learners identify</td>
<td>Marking memo</td>
<td></td>
<td></td>
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<tr>
<td>important political</td>
<td>provinces</td>
<td>provinces of South Africa on the</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>boundaries and key</td>
<td>on the map.</td>
<td>map. Learners identify capital</td>
<td></td>
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</tr>
<tr>
<td>human and physical</td>
<td>towns of each</td>
<td>features on a large-scale</td>
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<tr>
<td>features on a large-</td>
<td>province</td>
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<tr>
<td>scale</td>
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</tbody>
</table>

**Activity 1**

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.

**Activity 2**
The teacher will bring a chart with drawing of...
maps[works with sources]

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.

**Activity 3**
The teacher brings a map of SA showing provinces and tourist attractions.

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

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

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

3.4 Teacher bring to class printed names of all S A premiers

Learners cut and match the S A provinces with their Premiers

3.5
Learners are given a physical map which shows information about the land such as mountains, rivers, lakes, deserts, etc. Learners are divided into groups, each group is given a different concept to identify (rivers, mountains, cities, oceans, etc.). Learners develop a paragraph and
present their findings to the class.

**Activity 4**
Teacher brings to class map of Africa.
4.1
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.

**Activity 5**
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.

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.
**SKILLS**
- Organise information
- Identification of symbols and boundaries
- Location of places
- Observation
- Use of geographical and environmental concepts

**KNOWLEDGE**
- Map symbols
- Directions
- Features
- Map of SA
- Map of the World
- Map of Africa
- Continents, oceans, countries, provinces, cities and boundaries

**VALUES AND ATTITUDES**
- Sharing
- Tolerance

**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 your final product.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover page</td>
<td>No cover page</td>
<td>Hardly written</td>
<td>Cover page included</td>
<td>Cover page outstandingly neat and attractive</td>
<td>20</td>
</tr>
<tr>
<td>Interview questions and inclusion of</td>
<td>Questionnaire and original research</td>
<td>Little raw/original interview responses</td>
<td>All original responses, pictures,</td>
<td>Original interview responses, pictures,</td>
<td>20</td>
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<tr>
<td>illustrations, pictures and extracts</td>
<td>responses not included at all</td>
<td>and illustrations and extracts are included</td>
<td>illustrations and extracts are included</td>
<td>illustrations and extracts are well arranged to relevant paragraphs, with clear labels</td>
<td></td>
</tr>
<tr>
<td>Preparation, planning and organising</td>
<td>Not organised and did not work within time</td>
<td>Required lot of teacher assistance to list</td>
<td>Less teacher assistance required for</td>
<td>Independent work. Highly organised research portfolio. All preparation and planning notes from more than three interviewees included</td>
<td></td>
</tr>
<tr>
<td></td>
<td>limits. Only one interviewee consulted</td>
<td>and organise the information. Not all planning notes are included in the research portfolio. Only two interviewees were consulted</td>
<td>organising the work. Planning and preparation notes from three interviewees are included in the portfolio. The research portfolio is organised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of information from interviews</td>
<td>Information not placed in historical context.</td>
<td>The presentation has some form of clarity</td>
<td>Information placed in historical context.</td>
<td>High degree of clarity, placed in historical context. The presentation is highly organised.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Not arranged, not organised coherently.</td>
<td>but failed to put it in its historical context</td>
<td>Presentation is clear and effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final product and suggestions</td>
<td>No clear product</td>
<td>Needs teacher’s assistance</td>
<td>Good product</td>
<td>Excellent product, well arranged. There is a lot of creativity</td>
<td>20</td>
</tr>
</tbody>
</table>
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’?

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.

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)

3.2

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

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.

Question 5

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

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

SOCIAL SCIENCES MEMO

2ND 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 useful 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 person's lifetime.

e) A settlement is a place where a lot of people live together.

Question 2

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

Question 3

3.1

a) Roads
   Schools
   Bus service
   Any 3

b) Tele-communication(Post Office)
   Sanitation
   Electricity
   Hospitals
   Any 3

3.2

a) Plastic
b) Paper
c) Glass
d) Manure from waste products

e) Animal remains

f) Plant remains

Any 4

4X1=[04]

g)

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**

**Learning 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?

<table>
<thead>
<tr>
<th>Los &amp; Assessment Standards</th>
<th>Integration</th>
<th>Teaching &amp; Learning Activities</th>
<th>Details of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 Historical Enquiry</td>
<td>LO1 Geographical Enquiry</td>
<td>Activity One</td>
<td>Forms</td>
</tr>
<tr>
<td>Communications 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]</td>
<td>With guidance, selects and uses sources of information (including graphs, maps and field work outside the classroom. Across (Fal) Los Thinking and Reasoning</td>
<td>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)</td>
<td>Project Assignment Oral response Class work</td>
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<tr>
<td></td>
<td></td>
<td>Activity Two</td>
<td>Methods</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Group Teacher</td>
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<tr>
<td></td>
<td></td>
<td>Collects and records information in different ways.</td>
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</tbody>
</table>
The teacher imparts knowledge to the learners on Mesopotamia e.g.
- The kingdom of Sumer
- The death of Pit at Ur
- The Indus valley.

**ACTIVITY THREE**

In groups of 4s the teacher gives learners a take home task to communicate knowledge and understanding in the following ways:

**GROUP ONE**
- Presents historical information of Mesopotamian civilization in short paragraphs
- Guiding questions may be
  - How did civilization start?
  - Why did it start?
  - Impact of civilization on people’s lives

**GROUP TWO**
Create artwork by making painted tablets showing sizes of the fields and the crops that were grown in Mesopotamia

**GROUP THREE**
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.
During presentations the groups assess each other.

The groups have to change tasks. (all the groups must have taste of each activity done)

**ACTIVITY FOUR**
The teacher gives learners class work on what has been taught.
<table>
<thead>
<tr>
<th>BARRIERS TO LEARNING</th>
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<tbody>
<tr>
<td>They depend on the context</td>
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<table>
<thead>
<tr>
<th>SKILLS</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td></td>
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<tr>
<td>Drawing</td>
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<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
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<tbody>
<tr>
<td>History of Mesopotamia</td>
<td></td>
<td></td>
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<tr>
<td>Impact of civilization on people</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VALUES</th>
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<tbody>
<tr>
<td>Better understanding of civilization</td>
<td></td>
<td></td>
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<tr>
<td>Restoration of culture</td>
<td></td>
<td></td>
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<tr>
<td>Attach meanings to maps</td>
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</table>

<table>
<thead>
<tr>
<th>RESOURCES</th>
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<tr>
<td>Text books</td>
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<td>Atlases</td>
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<td>Globes</td>
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<td>Journals</td>
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</table>

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<thead>
<tr>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>EXPANDED OPPORTUNITIES</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The teacher reinforces the lesson according to learner performance</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>REFLECTIONS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Depend on the teacher experienced throughout the lesson</td>
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</table>
## 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?

<table>
<thead>
<tr>
<th>Los &amp; ASSESSMENT STANDARDS</th>
<th>INTEGRATION</th>
<th>TEACHING &amp; LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO3 HISTORICAL INTERPRETATION</strong></td>
<td><strong>ACTIVITY ONE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Uses dates and terms relating to the passing of time (e.g. decade, century) and arranges them in order [chronology and time] | 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] | 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. | **FORMS**  
Class work  
Research  
Test  
**METHODS**  
Group  
Educator  
**TOOLS**  
Memo  
Rubric  
**RESOURCES**  
Text books  
Cut-outs  
Maps  
Atlases  
Pictures  
Museum |
| Gives reasons for and explains the results of events that have changed the ways that people live in a given context [cause and effects] | Across Fal , Los THINKING AND REASONING  
Formulates questions about a written text | Working in groups Learners are given pictures as reference to hunter gatherers in Southern Africa. | |
| Identifies similarities and differences between ways of life in different context | Activity TWO  
With teacher assistance learners in groups construct timeline relating to the | | |
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>passing of time and arranging them in a chronological order.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Time line construction</td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td></td>
</tr>
<tr>
<td>Factors influenced hunter gatherers</td>
<td></td>
</tr>
<tr>
<td>Similarities and differences between past and present life.</td>
<td></td>
</tr>
<tr>
<td>VALUES</td>
<td></td>
</tr>
<tr>
<td>Attach a value to sources</td>
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<tr>
<td>Appreciation of the change over the years</td>
<td></td>
</tr>
<tr>
<td>BARRIERS TO LEARNING</td>
<td></td>
</tr>
<tr>
<td>Will be identified by the teacher</td>
<td></td>
</tr>
<tr>
<td>EXPANDED OPPORTUNITIES</td>
<td></td>
</tr>
<tr>
<td>The teacher reinforces the lesson according to learner performance</td>
<td></td>
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<tr>
<td>REFLECTIONS</td>
<td></td>
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<tr>
<td>Depends on the teacher experienced throughout the lesson</td>
<td></td>
</tr>
<tr>
<td>ACTIVITY THREE</td>
<td>After the group presentations the teacher scaffolds by closing gaps in the information presented.</td>
</tr>
<tr>
<td>ACTIVITY FOUR</td>
<td>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)</td>
</tr>
<tr>
<td>ACTIVITY FIVE</td>
<td>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.</td>
</tr>
<tr>
<td>ACTIVITY SIX</td>
<td>Learners present their findings and hold discussions around hunter gatherers and the present way of life of the present society.</td>
</tr>
</tbody>
</table>
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?

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

METHODS
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO2 SPEAKING</strong></td>
<td>Interviews people for a particular purpose.</td>
</tr>
<tr>
<td>-</td>
<td>-What is the importance of each feature you see on the picture?</td>
</tr>
</tbody>
</table>

**ACTIVITY TWO**

The learners are given relief maps of Southern Africa. They identify and describe physical features of SA. (e.g. rivers, mountains, valleys, seas etc.)

**ACTIVITY THREE**

The teacher fills the gaps by explaining the meaning of the following terms:
- Coastal plain
- Plateau
- Escarpments (mountain ranges)

The teacher shows the learners the keys in the relief map that represent the terms explained.

**ACTIVITY FOUR**

Learners are asked to analyze the maps by answering questions based on the relief map of SA. e.g.
- Name the mountain range that forms part of the slopes of the Western escarpment
- Name two towns or cities on the map.
- Name a large river on the plateau. (ref. SPOT ON 13)
- Which of the mentioned features are also found in the Eastern Cape province.

ACTIVITY FIVE
The teacher takes the learners outside the classroom to identify physical features around, e.g. mountain ranges, valleys, rivers etc. and explains the ways in which they influence human activities e.g.
- Mountains serve as boundaries to separate areas
- They also serve as climatic barriers
- Rivers serve as source of water
- Trees are used for building and fuel wood

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.
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>KNOWLEDGE</th>
<th>VALUES</th>
<th>BARRIERS TO LEARNING</th>
<th>EXPANDED OPPORTUNITIES</th>
<th>REFLECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying</td>
<td>Build of South Africa</td>
<td>Appreciation of nature</td>
<td>The teacher reinforces the lesson according to learner performance</td>
<td>Depend on the teacher experienced throughout the lesson</td>
<td></td>
</tr>
</tbody>
</table>
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?

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

Lack of resources
<table>
<thead>
<tr>
<th>INTERGRATION WITHIN (GEO)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO 1: GEOGRAPHICAL ENQUIRY</strong></td>
</tr>
<tr>
<td>AS 3: Categorizes information</td>
</tr>
<tr>
<td><strong>ACROSS</strong></td>
</tr>
<tr>
<td><strong>LO 3: NS</strong></td>
</tr>
<tr>
<td>AS : Understands the impact</td>
</tr>
</tbody>
</table>

**ACTIVITY 4**

The learners are given a class work where they are asked to identify links between natural resources and economic activities in South Africa.

**ACTIVITY 5**

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.

**ACTIVITY 6**

The learners with the teachers guidance discuss the use and abuse of water and electricity.

**ACTIVITY 7**

Learners are given a test on resources
- natural resources
- links between natural resources and economic activities.
- renewable and non renewable resources.
- use and abuse of resources.
<table>
<thead>
<tr>
<th>SKILLS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;IDENTIFICATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;CLASSIFICATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KNOWLEDGE
RESOURCES, NATURAL RESOURCES, RENEWABLE AND NON RENEWABLE RESOURCES
VALUES
>THEY VALUE NATURAL RESOURCES.
>APPRECIATE THE NATURE
>SENSE OF RESPONSIBILITY
RESOURCES

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: ............................................................................................................................................................................................................................
...........................................................................................................................................................................................................................................................................

...........................................................................................................................................................................................................................................................................
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?

<table>
<thead>
<tr>
<th>LOS AND AS’s</th>
<th>INTEGRATION</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIES TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>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]</td>
<td>LO 1:HISTORICAL ENQUIRY AS 3: Continues to use information From sources to answer questions</td>
<td><strong>ACTIVITY 1</strong> The learners with teacher’s guidance brainstorm the concept heritage. <em>Expected responses</em> &gt; it is what is left by the former generations and is to be inherited by the succeeding generations. &gt; 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</td>
<td>FORMS Oral responses Classwork Interviews</td>
<td>Challenge on getting interviewees</td>
</tr>
</tbody>
</table>

1
items which represent an aspect of the past being studied, to be contributed to a class display or school museum [representation of the past].

SKILLS
Identification
Communication
Selecting
Differentiate

KNOWLEDGE
Knowledge of different cultures
Clothes, food, buildings, language etc.
Identity influence

VALUES
Respect
Appreciation
Love
Heritage preservation

about the past
ACROSS
LANG-FAL
LO 5 THINKING
AND
REASONING
AS-Transfers information from one mode to another.

> clothes also identify one’s heritage.

ACTIVITY 2
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.

ACTIVITY 3
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.
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?

<table>
<thead>
<tr>
<th>LO’S AND AS’S</th>
<th>INTERGRATION</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIES TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>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) 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]</td>
<td>WITHIN 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]</td>
<td><strong>ACTIVITY 1</strong> 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</td>
<td>FORMS Classwork Essays Dramatisation Creative Response</td>
<td>Slow in writing during presentations</td>
</tr>
</tbody>
</table>
maps, graphs and tables, objects, Buildings, monuments, Museums) [works with Sources]

AS 3: Continues to use information from sources to answer questions about people, events, objects and places in the past

AS 4: 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]

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.

**ACTIVITY 2**
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.

**ACTIVITY 3**
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.

**ACTIVITY 4**
After presentation, Learners communicate their knowledge and understanding by writing short paragraphs on oral traditions and indigenous knowledge.

**ACTIVITY 5**
Learners are given a research topic and taught
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>how to conduct a research including the research steps and ethics. They role play interviews in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>Knowledge of different traditions</td>
</tr>
<tr>
<td>VALUES</td>
<td>Respect, Appreciation, Preservation</td>
</tr>
</tbody>
</table>

**ACTIVITY 6**

In groups learners continue to communicate their knowledge through singing, performing traditional dances, making posters and some dramatizing rituals practiced by old people.

**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?

<table>
<thead>
<tr>
<th>LO S &amp; ASSESSMENT STANDARDS</th>
<th>INTEGRATION</th>
<th>TEACHING &amp; LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORICAL INTERPRETATION</td>
<td>LO: 1</td>
<td>ACTIVITY 1</td>
<td>FORM Classwork Excursion Case study</td>
</tr>
<tr>
<td>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]</td>
<td>HISTORICAL ENQUIRY</td>
<td>The learners brainstorm the concept democracy. The teacher gives more explanation on democracy including the symbols of the nine provinces in South Africa.</td>
<td></td>
</tr>
<tr>
<td>AS 2: Identifies and selects items which represent an</td>
<td>AS 3: Continues to use information From sources to answer questions</td>
<td>ACTIVITY 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>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</td>
<td>METHOD Teacher Groups</td>
</tr>
</tbody>
</table>
aspect of the past being studied, to be contributed to a class display or school museum[representation of the past].

VALUES
Tolerance
Respect
Fairness

about the past
ACROSS LANGUAGE
LANG-FAL
LO 5 THINKING
AND REASONING
AS-Transfers information from one mode to a

and how were they elected during apartheid. Learners are also given opportunity to ask questions and they record the information.

ACTIVITY 3
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.

ACTIVITY 4
Learners with teacher guidance in the class demonstrate their understanding of democratic elections by electing a class representative.

ACTIVITY 5
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.
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...
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?

<table>
<thead>
<tr>
<th>LO’s &amp; AS’s</th>
<th>INTEGRATION</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
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<th>BARRIERS TO LEARNING</th>
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</table>
**HIST LO2 AS1**  
Places events, people and changes on a timeline which includes terms such as ‘BC, AD and BCE’.

**LO 2 AS2**  
Gives reasons for and explains the results of key events and changes

**LO1 AS3**  
Arranges information logically and chronologically in answering questions about people, events etc.

**LO1 AS4**  
Communicates

**ACTIVITY 1**

a) Learners are divided into groups of not more than 5, where they brainstorm ‘Democracy’- make use of dictionary

b) Draw a mind-map in which you reflect all terms associated with ‘Democracy’

c) Complete your mind-map by explaining the meaning of these

**Informal Assessment:** Cross word puzzle

**Language-learners need to be exposed to a variety of sources.**
| in more than one context (cause and effect) | historical knowledge and understanding by discussion and guided debate, through structured debate, writing, etc. | terms that are associated with ‘Democracy’ Freedom, elections, bill of rights, voting, constitution, Children’s rights, women’s rights, coat of arms, national anthem, earth charter, system of government |
| ARTS AND CULTURE | INTEGRATION ACROSS | ACTIVITY 2 |
| FAL-- Writing | a)The whole class sing and say the National Anthem. | |
| FAL----Speaking | b)Learners are provided with a copy of the National Coat of Arms and the educator unpacks all the Signs. | |
| FAL--- Speaking | 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 | |
| ARTS AND CULTURE | d)Homework--- 1.Add more information on the Charters that you think is left out 2. Re-arrange the Charters by starting with the most important point to the least important point. | |
discussion and guided debate, through structured debate, writing, etc.

INTEGRATION ACROSS ARTS AND CULTURE

ACTIVITY 3
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.

ACTIVITY 4
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
5. Discuss the different procedures of voting: using hands, and secret voting (refer to the IEC book), voting.

Homework – add information, re-arrangement of the Charters
**ARTS AND CULTURE**

**ACTIVITY 5**
**RUNNING ELECTIONS (ROLE-PLAY)**

a) Learners are expected to bring voting papers from the Municipality offices to refer to as they are engaged in the election process.

b) Discuss the stages of the electoral process as identified on pages 146-147.

c) Learners are divided into voters, and various electoral officers in a polling station, they role-play the election process.

**Tool—Observation sheet, educator checks if the learners understand their roles**
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

<table>
<thead>
<tr>
<th>LO's &amp; AS's</th>
<th>INTEGRATION</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO.LO1 AS3</td>
<td>HIST. LO1 AS2</td>
<td>ACTIVITY 1</td>
<td>FORM</td>
<td></td>
</tr>
</tbody>
</table>
|             | Locates relevant places on maps using latitude and longitude (degrees and minutes) | 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) | -map reading  
-Completing tables |                     |
| LO1 AS5     |             | ACTIVITY 1                       | METHOD                | -Teacher  
-Peer |
|             | Reports on enquiries through discussion, debate, structured writing, graphs, tables, maps and diagrams | -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. | -Teacher  
-Peer |
| LO1 AS2     |             | ACTIVITY 2                       | TOOLS                 | -memo  
-Checklist |
| Selects and records relevant information from sources for specific purposes (including recording and observing in the field) | -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. |                     |                     |
ACTIVITY 3

- Refer to the world map on page 7 of Oxford Social Sciences, or any other world map.
- Work in pairs. Find Johannesburg on the world map below, use the following steps:
  1. Place your ruler across the map so that it passes horizontally through Johannesburg.
  2. Read off the latitude at the side of the map.
  3. Note that the latitude is between 20 degrees S and 30 degrees S and a little closer to 30 degrees S, so we say that the latitude of Johannesburg is 26S. (It is 26 degrees South of the Equator)
  4. Now place your ruler vertically through Johannesburg.
  5. Read off the longitude at the top of the map.
  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 Greenwich Meridian.

- 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:
  1. What name is given to the lines that run from North-South?
  2. What name is given to the lines that run from west to east.
  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?
  4. What name is given to the line that divides the earth into 2 equal parts (east and west)
  5. At which degree do we get this line?
Greenwich meridian.

**ACTIVITY 4**

Learners are supplied with the map of S.A. from which they locate (give latitude and longitude) the following cities:

- a) Cape Town
- b) Durban
- c) East London
- d) Bloemfontein
- e) Pretoria

**ACTIVITY 5**

Learners are supplied with a topographical map of any major city from which they identify features of the given co-ordinates:

- Air routes
- Grave yards
- Schools
- Trigonometrical beacons
- Church

Learners need to be exposed to a variety of sources.
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:
**LENNON PLAN**

**LEARNING AREA:** SOCIAL SCINCES  
**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?

<table>
<thead>
<tr>
<th>LO’s &amp; AS’s</th>
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<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2 AS1</td>
<td>MATHS. LO5</td>
<td><strong>ACTIVITY 1</strong></td>
<td>FORM Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explains why more people live in some places than others (people and places)</td>
<td>Can the learner critically read and interpret data presented in a variety of ways</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>LO2 AS3</td>
<td></td>
<td><strong>ACTIVITY 2</strong></td>
<td>METHOD Teacher</td>
<td></td>
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<td>Describes some ways in which society has changed the environment</td>
<td>-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: 1. population 2. census 3. dense population 4. sparse population</td>
<td>TOOL Rubric</td>
<td></td>
</tr>
<tr>
<td>LO1 AS1</td>
<td></td>
<td>-Feedback is done in the form of report, to ensure proper understanding of the terms.</td>
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<tr>
<td></td>
<td>Identifies sources of information, including simple statistics, to help answer the question about a social or environmental issue or problem (finds sources)</td>
<td><strong>ACTIVITY 2</strong></td>
<td></td>
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</tr>
<tr>
<td>LO1 AS2</td>
<td></td>
<td>-Learners work in groups, count the number of girls and boys in different classes and they plot that information on a graph.</td>
<td></td>
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</tbody>
</table>
| Selects and records relevant information from sources for specific purposes (works with sources) | LO1 AS3
Locate relevant places on maps using latitude and longitude (works with sources) |
| LO1 AS4
Uses information to propose solutions to problems. | LO1 AS5
Reports on enquiries through discussion, debate, structured writing, graphs, tables, maps and diagrams |

- They present their findings in class.

**ACTIVITY 3**

- 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'

1. Why do you think Africa and Australia have lower population densities than Europe?
2. Give the location (latitude and longitude) of Australia and Europe
3. Which hemisphere has higher population densities between the Northern hemisphere and the Southern hemisphere? Suggest 3 reasons for your answer
4. Which hemisphere has higher population density between eastern and western hemisphere? Suggest a reason for your answer

**ACTIVITY 4**

- 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

- Learners (in pairs) calculate the number of people in major cities by using the formula provided in the source, to confirm population density.
ACTIVITY 5
Learners are provided with a topographic map of any city/town, from which features are located

ACTIVITY 6
- The teacher introduces problems related to unequal population distribution
- Learners in groups make a collage that depicts solutions of the problem cited above.
- Groups present their findings in class.

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 SCINCES  
**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?

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

**ACTIVITY 3**

-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, Spiritual beliefs, Trading, Timelines of the 3 Kingdoms

-Various groups show and discuss their in class.

<table>
<thead>
<tr>
<th>FORM</th>
<th>METHOD</th>
<th>TOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
<td>Teacher</td>
<td>Memo</td>
</tr>
</tbody>
</table>
SKV’s: SKILLS: Interpretation, speaking, writing

KNOWLEDGE: Tulamela Culture

RESOURCES: Atlas, Textbook

REFLECTION: Successes and challenges

Expanded Opportunities:
**LEARNING AREA:** SOCIAL SCINCES  
**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?

<table>
<thead>
<tr>
<th>LO’s &amp; AS’s</th>
<th>INTEGRATION</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
</table>
| **HIST. LO1 AS 1** | Identifies sources to help answer the question about the topic (eg, oral, written and visual sources like maps, graphs etc) finds sources | **ACTIVITY 1** | - 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 | FORM Research  
METHOD Teacher  
TOOL Rubric |
| **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 |  
| **GEO LO1 AS 1** | Identifies sources of information, including simple statistics, to help answer the question about a social or environmental issue.  
**HIST. LO1 AS 2** | Selects and records relevant information from sources for specific sources |  
| **LO1 AS 3** | Locates relevant places on maps using latitude (degrees and minutes) |  
| **LO1 AS 4** | Uses information to |  
| **ACTIVITY 2** | - Learners work in groups, (interact and interrogate sources) 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:  
1. Name the river and the mountain along which the ancestors of Zimbabwens were found.  
2. Why did the area soon became crowded with farming communities? |  

HIST. LO1 AS 3
Arranges information logically and chronologically in answering questions about people, events, objects and places in the past. (answers the questions)

HIST. LO1 AS4
Communicates historical knowledge and understanding by discussion and guided debate, through structured writing, by using graphs, tables maps and diagrams

LO2 AS1
Places events, people, and changes on a timeline which includes terms such as ‘BC, AD’ (chronology and time)

propose solutions to problems

LO1 AS 5
Reports on enquiries through discussion, debate, structured writing, graphs, tables, maps

3. Make use of your dictionary to get the meaning of ‘Archeologist’.
4. How did these people increase their wealth?
5. With which countries did great Zimbabwe trade?
6. Name a few items that form part of trading
7. Discuss the importance of Religion in ancient African Kingdoms
8. Compare the ‘religious power’ of the Great Zimbabwe and your religion
9. Make a drawing of the Great Enclosure
10. Learners are referred to sources to identify features that were carved in stones.

ACTIVITY 3: CLASS DEBATE

Learners debate the topic below, for and against, ie

The end of the Great Zimbabwe’s rule was due to the infertility of the land.

SKV’s
SKILLS: Drawing, reading, writing, Speaking

KNOWLEDGE: Ancient life-style
VALUES: Appreciate and respect other people

RESOURCES: Atlas, Textbook,
ACTIVITY 1

Complete the following statements by choosing from the given list. (1994, 22nd April, Constitution, equal, 27th 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.

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)
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)

TOTAL= 40

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\textsuperscript{nd} 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)

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

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 hominin 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?

<table>
<thead>
<tr>
<th>LOS ASS</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
</table>
| AS. Identifies and selects a variety of | ACT. 1
  • The teacher provides a variety of historical and archeological | | Language usage
  - Code |


historical and archeological sources relevant to an enquiry (finds sources).

AS. Uses the information from the sources to present well thought out answers to questions (answers to question)

AS. Compiles and organizes information from a number of sources to Obtain evidence about aspects of the past (works sources e.g. Bones, pictures, books, newspapers, magazines, people, etc.

- The teacher explains terms like hominids, hunter-gatherers, archaeology, artifacts etc.
- The learners in groups identify and select relevant sources on human evolution.

**ACT. 2**
The learners in groups read the sources and discuss the information and then answer questions like:

- What makes us human?
- Where do we come from?
- How do we measure time for the development of humans?

**ACT 3**
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.

<table>
<thead>
<tr>
<th>FORM</th>
<th>METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class work</td>
<td>Peer Group</td>
</tr>
<tr>
<td>Research and Presentation</td>
<td>Teacher Group</td>
</tr>
</tbody>
</table>

Shortage of sources
- Outings to museums

switching
LO 5 ENGLISH (FAL) AS. Collects and records information.

- Each group comes back and report to the whole class
- The teacher consolidates the findings.

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:
- .............................................................................................................................................
- .............................................................................................................................................
- .............................................................................................................................................
- .............................................................................................................................................
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?
<table>
<thead>
<tr>
<th>LO’s and AS’s</th>
<th>TEACHING &amp; LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
</table>
| LO2 Geographical knowledge and understanding | Activity 1  
The teacher explains terms like disaster, hazards, climate, weather, climatologist, Richter scale, magma, volcano etc.  
1.1. Learners in each group are given a case study on one of the following:  
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). |  | Language usage  
Code switching |
| LO 1 Historical Inquiry  
AS. Uses information | | FORM  
Presentation | METHOD  
Peers /group  
Teacher  
TOOL  
Memo | | FORM  
Case study  
MEMO |
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.

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

AS. Identifies how risks and hazards can be managed [people and environment]

<table>
<thead>
<tr>
<th>Group Teacher</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>METHOD</td>
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<tr>
<td>Group</td>
<td>Peers</td>
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<tr>
<td>Teacher</td>
<td>TOOL</td>
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<tr>
<td>Teacher</td>
<td>Rubric</td>
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<tr>
<td>FORM</td>
<td></td>
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<tr>
<td>Assignment</td>
<td>METHOD</td>
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<tr>
<td>Self</td>
<td>Teacher</td>
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</table>

**Activity 2**
The learners in their groups conduct a research on why some people face higher risk than others.

**Activity 3**
Learners as individuals are asked to write a paragraph on how he/she can manage the natural hazard he/she has been dealing with.

**METHOD**

**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 heat 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
### SS RESEARCH ANALYTIC RUBRIC

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>NOT ACHIEVED (1%-34%) Level 1</th>
<th>PARTIALY ACHIEVED (35%-49%) Level 2</th>
<th>ACHIEVED (50%-69%) Level 3</th>
<th>OUTSTANDING/ EXCELLENT ACHIEVEMENT (70%-100%) Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of facts and terms</td>
<td>Demonstrates no or insufficient knowledge of facts and terms</td>
<td>Demonstrates limited knowledge of facts and terms</td>
<td>Demonstrates expected knowledge of facts and terms</td>
<td>Demonstrates thorough knowledge of facts and terms</td>
</tr>
<tr>
<td>Critical and creative thinking skills (decision making, problem solving skills)</td>
<td>Does not use critical and creative thinking skills</td>
<td>Uses critical and creative thinking skills with moderate effectiveness</td>
<td>Uses critical and creative thinking skills with expected effectiveness</td>
<td>Uses critical and creative thinking skills with a high degree of effectiveness</td>
</tr>
<tr>
<td>Inquiry and research skills base (e.g. analyzing information)</td>
<td>Applies no or unacceptable number of skills involved in the inquiry/research process</td>
<td>Applies some of the skills involved in the inquiry/research process</td>
<td>Applies most of the skills involved in the inquiry/research process</td>
<td>Applies all or almost all the skills involved in the inquiry/research process</td>
</tr>
<tr>
<td>Organization of information/ evidence</td>
<td>Does not identify important evidence relevant to the problem or issue</td>
<td>Identifies some of the relevant evidence but omits other evidence</td>
<td>Identifies and logically organizes most of the relevant evidence</td>
<td>Identifies and logically organizes all relevant evidence</td>
</tr>
</tbody>
</table>
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?
<table>
<thead>
<tr>
<th>LO’s and AS’s</th>
<th>TEACHING &amp; LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
</table>
| LO 2 Geographical knowledge and understanding | **Activity 1**  
The teacher explains terms like meteorology, cyclone, front, storm, ozone layer, typhoons, hurricanes, climatologist.  
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).  
1.2. One learner from a group presents the | | Language usage  
Code switching |
| LO 1 Hist AS. Uses information from sources to present well thought out answers to questions. | | | |
| NS LO2: Applies conceptual knowledge by linking a taught | | | |

**FORM**  
**Case study**  
**METHOD**  
Peers /group Teacher  
**TOOL**  
Memo  
**Presentation**
concept to variation of familiar situations.

AS Investigates and explains why some people face higher risk than others with respect to natural hazards [people and resources]

AS. Identifies how risks and hazards can be managed [people and environment]

<table>
<thead>
<tr>
<th>Method</th>
<th>Group</th>
<th>Teacher</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Method</td>
<td>Group</td>
<td>Peers</td>
<td>Teacher</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td>Rubric</td>
</tr>
<tr>
<td>Assignment</td>
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<td></td>
<td></td>
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<tr>
<td>Self</td>
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</tr>
</tbody>
</table>

Activity 2
The learners in their groups conduct a research on why some people face higher risk than others.

Activity 3
Learners as individuals are asked to write a paragraph on how he/she can manage the natural hazard he/she has been dealing with.

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: ........................................................................................................................................................................
.........................................................................................................................................................................................
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 19th century?
3. What effect did contact with Europeans have on the Xhosa way of life?
<table>
<thead>
<tr>
<th>LOS &amp; ASS</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
</table>
| LO2 Hist. Historical knowledge and understanding | **ACT. 1**  
The learners look for the definition of the terms in their dictionaries like frontiers, contact, conflict, dispossession, explorer etc.  
**ACT. 2**  
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. | FORM  
Class work  
METHOD  
Group  
Peer  
Teacher |  |
| AS. Develops timelines and creates diagrams to illustrate periods and events in the past { chronology and time } | | | |
suggest answers, proposes alternatives and possible solutions.

AS. Describes and makes links between reasons for and results of key events and changes {cause and effect}.

<table>
<thead>
<tr>
<th>ACT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learners are supplied with sources that talk to the reasons and results of the movement to the East Cape Frontiers.</td>
</tr>
<tr>
<td>2.1 They then discuss in their groups the links between reasons and results of the movement.</td>
</tr>
<tr>
<td>2.2 The teacher asks questions to the class like:</td>
</tr>
<tr>
<td>• What caused the Whites to move from the Cape to Eastern Frontier?</td>
</tr>
<tr>
<td>• What was the reason of quarrel between the Whites and Xhosas?</td>
</tr>
</tbody>
</table>

| FORM |
| Oral Responses |
| METHOD |
| Peer |
| Teacher |

| FORM |
| Assignment |
| Controlled test |
| METHOD |
| Teacher |
| AS. Explains why certain aspects of society in different contexts have or have not changed over time { change and continuity}. | Activity 3  
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 |

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:

REFLECTIONS:


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?
<table>
<thead>
<tr>
<th>LOS AND ASS</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 3 GEO EXPLORING ISSUES</td>
<td><strong>ACT. 1</strong></td>
<td><strong>FORM</strong>&lt;br&gt;Class work</td>
<td>LANGUAGE&lt;br&gt;- Code switching</td>
</tr>
<tr>
<td>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}.</td>
<td></td>
<td><strong>METHOD</strong>&lt;br&gt;Self Teacher</td>
<td></td>
</tr>
</tbody>
</table>

![Pie Chart](image)

Work on your own and study the pie chart that shows population figures of different population groups living in SA.

1st Qtr – African 37 million  
2nd Qtr – White 4.4 million  
3rd Qtr – Coloured 4.1 million  
4th Qtr – Asian 1.1 million

Write the answers to the following questions in your class work books.
AS. Identifies challenges to societies and settlements, with a focus on population growth and change [identifies the issue].

AS. Identifies the factors that contribute to population growth and change [factors affecting the issue]

AS. Identifies processes that affect population growth and change in various places [factors affecting the issue]

1. Who are the 4 population groups in SA?
2. Which population group is the largest?
3. Which population group forms the smallest group in SA?

ACT 2
Learners in their groups identify challenges in their communities that are as a result of population growth.

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.

ACT 3
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.

<table>
<thead>
<tr>
<th>FORM</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHOD</td>
<td>Group</td>
</tr>
<tr>
<td>TOOL</td>
<td>Teacher</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FORM</th>
<th>Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHOD</td>
<td>Group</td>
</tr>
<tr>
<td>TOOL</td>
<td>Teacher</td>
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<td>Rubric</td>
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<tr>
<td>ACT 4</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**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:**

**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?

<table>
<thead>
<tr>
<th>LOS AND ASS</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 1 HISTORICAL ENQUIRY.</td>
<td>ACT.1</td>
<td>The teacher provides a variety of sources from which the learners identify and select relevant sources to American Revolution.</td>
<td>FORM Controlled test</td>
</tr>
<tr>
<td>AS. Identifies and selects a variety of historical and archeological sources relevant to an enquiry (finds sources).</td>
<td>ACT 2</td>
<td>The learners in 4 groups read the sources and discuss • the reasons for the establishment of colonies in America</td>
<td>METHOD Teacher</td>
</tr>
</tbody>
</table>
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)

AS. Interprets and finds information from simple graphical and statistical sources. (e.g. graphs, population figures, census returns and tables) [works with sources]

<table>
<thead>
<tr>
<th>ACT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>causes of American Revolution</td>
</tr>
<tr>
<td>The course of the American Revolution</td>
</tr>
<tr>
<td>The effects of the revolution</td>
</tr>
</tbody>
</table>

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.

Study the graph above and tell us more on the male’s rights to vote in

TOOL
Memo

FORM
Presentation
METHOD
Teacher
Group
TOOL
Observation sheet

FORM
Oral work
<table>
<thead>
<tr>
<th>SKILLS: Investigation, doing research, question answering, poster making</th>
<th>Method \nTeacher Group Self Peer</th>
<th>FORM Poster \nMethod Teacher Group Tool Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE: American Revolution, similarities between American and South African history</td>
<td>America before the Revolution.</td>
<td>ACT.4 The learners in groups design and draw posters that can be displayed in their school, celebrating democracy in our country.</td>
</tr>
</tbody>
</table>

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]
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

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
QUESTION 1

Define the following terms:

- Democracy
- Revolution
- Colony
- Constitution
- Rights

[5]

QUESTION 2

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

<table>
<thead>
<tr>
<th>PARTY</th>
<th>VOTES</th>
<th>SEATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACDP</td>
<td>88 104</td>
<td>2</td>
</tr>
<tr>
<td>ANC</td>
<td>12 237 655</td>
<td>252</td>
</tr>
<tr>
<td>DP</td>
<td>338 426</td>
<td>7</td>
</tr>
<tr>
<td>VF</td>
<td>424 555</td>
<td>9</td>
</tr>
<tr>
<td>IFP</td>
<td>2 058 294</td>
<td>43</td>
</tr>
</tbody>
</table>

[40]
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)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>NP</td>
<td>3 983 690</td>
<td>82</td>
</tr>
<tr>
<td>PAC</td>
<td>243 478</td>
<td>5</td>
</tr>
</tbody>
</table>

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?

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)

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]
AMERICAN REVOLUTION

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]
# 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  

**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

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

**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:

| a. Power line |
| b. Police station |
| c. Cemetery |
| d. Spot height |

**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 on the map and state what feature it is with reference to.

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<table>
<thead>
<tr>
<th>Home work Method</th>
<th>Self</th>
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</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
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<tr>
<td>Tools</td>
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<tr>
<td>Memorandum</td>
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<table>
<thead>
<tr>
<th>Class work Method</th>
<th>Self</th>
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<tbody>
<tr>
<td>Tools</td>
<td></td>
</tr>
<tr>
<td>Memorandum</td>
<td></td>
</tr>
<tr>
<td>a. Dams</td>
<td>The learners identify and count the sources of water in the mapped area Tzaneen or Port Elizabeth.</td>
</tr>
<tr>
<td>b. Natural dams</td>
<td></td>
</tr>
<tr>
<td>c. Oceans</td>
<td></td>
</tr>
<tr>
<td>d. Piped water, number of windmills, periodical streams</td>
<td></td>
</tr>
</tbody>
</table>

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?

**Activity 4**

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).
a. Calculate the distance in kilometres along the railway line from New Brighton station to North End Station.

b. Show your partner the area on the map which is the same as the area on the orthophoto.

c. What is the scale of the map and the orthophoto? Which is the bigger scale?

d. Use the orthophoto to calculate the length Nr 2 KAAI (No .2 QUAY) in meters.

Activity 5

a. Use the topographic map of Port Elizabeth to find out five constructed and five physical features.

b. Learners are taken out on a fieldwork to observe and record the following by means of a drawing:
   - dipping tank
   - rivers
   - windmill

Activity 6
Learners write a controlled class test based on the topographical map of Port Elizabeth

Activity 7
Learners write a controlled test based on the topographical map of Tzaneen

N.B Teacher may use any other topographical map available in school resources

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interpretation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measuring</td>
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<td></td>
<td>Report</td>
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<td></td>
<td>Presentation</td>
<td></td>
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<tr>
<td></td>
<td>Investigation</td>
<td></td>
</tr>
</tbody>
</table>

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 are performed in both settlements?
<table>
<thead>
<tr>
<th>Los &amp; Ass</th>
<th>Teaching &amp; learning Activities</th>
<th>Details of Assessment</th>
<th>Barriers to learning</th>
</tr>
</thead>
</table>
| **L02 GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING** AS1: Identifies and compares different types of settlement patterns (people and places) | **Activity 1.1**  
1. Choose a source from those provided that shows an area similar to where you live.  
2. Identify features in the source that you also have in your area  
3. Make a comparison of the sources given whether they are urban or rural, sparse or compact.  
**Activity 1.2**  
1. Draw a simple sketch map of the area you live in.  
2. Indicate the place where your home is located.  
3. Add in buildings, streets and major landmarks.  
4. Use symbols and abbreviations to show | **Form**  
Class test  
Assignment  
Project  
**Method**  
Peer  
Teacher  
**Tool**  
Rubric  
Memo | Understanding of Geography Terminology  
Language is also a challenge |
**AS2 Identifies factors that influence the formation of settlement patterns (natural, economic, social/political) [people and places]**

<table>
<thead>
<tr>
<th>Features.</th>
</tr>
</thead>
</table>
| **Activity 1**  
Learners are given a map of a particular area to identify the types of settlement patterns |
| **Activity 2**  
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 |
| **Activity 3**  
Learners describe the settlement patterns to the west of the map provided. Then they make presentations. |

| Form  
Case study  
Creative response  
Method  
Peer  
Teacher  
Tool  
Observation sheet  
Memo |
| --- |
| **Language**  
Terminology  
Inability to identify information from maps |
### Integration

**LO1 Geographical enquiry**

**AS 1** Identify some physical and constructed features from maps

<table>
<thead>
<tr>
<th>Skills: Identification, selection, comparison, drawing</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of settlement patterns</td>
</tr>
<tr>
<td>Factors influencing the formation of settlement patterns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciation</td>
</tr>
<tr>
<td>Respect</td>
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<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
</tr>
<tr>
<td>Pictures</td>
</tr>
<tr>
<td>Textbooks</td>
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<tr>
<td>Globes</td>
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</tbody>
</table>
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:

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</table>
| **L02 GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING** AS1: Identifies and compares different types of settlement patterns (people and places) | A Learners are provided with different types of visual source materials showing different types of settlements. **Activity 1.1** 1. Choose a source from those provided that shows an area similar to where you live. 2. Identify features in the source that you also have in your area. 3. Make a comparison of the sources given whether they are urban or rural, sparse or compact. **Activity 1.2** 1. Draw a simple sketch map of the area you live in. 2. Indicate the place where your home is located. 3. Add in buildings, streets and major landmarks. 4. Use symbols and abbreviations to show | **Form**  
**Class test**  
**Assignment**  
**Project**  
**Method**  
**Peer Teacher**  
**Tool**  
**Rubric Memo** | Understanding of Geography Terminology Language is also a challenge |

128
AS2 Identifies factors that influence the formation of settlement patterns (natural, economic, social/political) [people and places]

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<table>
<thead>
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<p>| Inability to identify information from maps |</p>
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<tr>
<th>Integration</th>
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<tbody>
<tr>
<td>LO1 Geographical enquiry</td>
</tr>
<tr>
<td>AS 1 Identify some physical and constructed features from maps</td>
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<table>
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<tr>
<td>Globes</td>
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</tbody>
</table>

**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/artificial; physical/natural features; use of colours))

### LO’s & Assessment Standards

<table>
<thead>
<tr>
<th>LO’s &amp; Assessment Standards</th>
<th>Integration</th>
<th>Teaching &amp; Learning Activities</th>
<th>Assessment Strategies</th>
<th>Barriers to learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 1 Geo enquiry AS’s 1.Carrying out independent enquiries about aspects of the interrelationships between people, places &amp; the environment (uses fieldwork) (finds sources)</td>
<td>History LO 1</td>
<td>ACTIVITY 1: 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)</td>
<td>Map reading - Drawing - Class work</td>
<td>RESOURCES: Textbooks Topo maps Orthophoto maps Charts Environment Sketch maps</td>
</tr>
<tr>
<td>AS 1-5</td>
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<tr>
<td>Lang LO 1-5</td>
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<tr>
<td>Maths LO 4</td>
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<tr>
<td>ACTIVITY 2 (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)</td>
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<tr>
<td>ACTIVITY 3: 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</td>
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<tr>
<td>SLOPE</td>
<td>CONTOUR PATTERN</td>
<td>DESCRIPTION</td>
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<tr>
<td>Even/uniform</td>
<td>Terraced /stepped</td>
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<tr>
<td>Concave</td>
<td>Convex</td>
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<tr>
<td>Undulating</td>
<td>Gentle</td>
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<tr>
<td></td>
<td>Steep</td>
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<td></td>
<td>Butte</td>
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<td></td>
<td>Mesa</td>
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<td>Valley</td>
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<td>Spur</td>
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<td></td>
<td>Saddle/neck</td>
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<td>Poort</td>
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<td>Canyon</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>VALUES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying</td>
<td>Reading types of symbols</td>
<td>Ability to read maps</td>
<td>Textbooks, Ortho &amp; Topo maps, Tables, different contour maps</td>
</tr>
<tr>
<td>features on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>topographical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>maps</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>How and why we</td>
<td>Extracting info from</td>
<td>Sharing ideas on map reading:</td>
<td>and work books</td>
</tr>
<tr>
<td>use symbols and</td>
<td>maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>keys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different features represented by colours</td>
<td>Identifying features using colours:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXPANDED OPPORTUNITIES: Learners identify more features on different contour maps.

REFLECTION:

entifying
**LESSON PLAN**

Learning Area: Social science: Geography  
Grade 9

Duration: Two Weeks  
Dates:  

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?

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>knowledge</th>
<th>Skill</th>
<th>Values</th>
</tr>
</thead>
</table>
• What aerial photographs is and its characteristics.  
• Identifying and extracting information from maps and photos  
• What are ortho photo? | • Interpreting maps and aerial photos.  
• Work with sources to identify and extract information from aerial photos.  
• Comparing different aerial photos  
• Describing marginal information on photos | • Being able to interpret and read aerial photos  
• Appreciate the use of photos in map work.  
• Thinking critically in problem solving by using photos. |
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?

<table>
<thead>
<tr>
<th>DETAILS OF TEACHING AND LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT ACTIVITIES</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. 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</td>
<td>Form: Mark Reading and Analysis Interpretation of photographs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>METHOD: Teacher, Groups In pairs Individuals</td>
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</tbody>
</table>
and on the map and photo. Eg Photos are usually larger scales than maps.

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 label a sketch of an aerial photograph in pairs.

Tools: Memorandum checklist
LESSON PLAN THREE

Learning Area: Social science: Geography

Grade 9

Duration: Two Weeks

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?

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>knowledge</th>
<th>Skill</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO: 1. Geographical Enquiry</td>
<td>• Sources for identifying and extracting information from photographs.</td>
<td>• Interpreting maps and aerial photos.</td>
<td>• Being able to interpret and read aerial photos</td>
</tr>
<tr>
<td>AS1: Carries out independent enquiries</td>
<td>• What aerial photographs is and its characteristics.</td>
<td>• Work with sources to identify and extract information from aerial photos.</td>
<td></td>
</tr>
<tr>
<td>about aspects of interrelations between</td>
<td>• Identifying and extracting information from maps and photos</td>
<td>• Comparing different aerial photos</td>
<td>• Appreciate the use of photos in map work.</td>
</tr>
<tr>
<td>people, places and the environment (finds</td>
<td>• What are ortho photo?</td>
<td>• Describing marginal information on photos</td>
<td>• Thinking critically in problem solving by using photos.</td>
</tr>
<tr>
<td>sources).</td>
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<tr>
<td>AS2: Ask significant questions to</td>
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<tr>
<td>evaluate sources--- (works with sources).</td>
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<tr>
<td>AS 3: analyses and reaches</td>
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</tbody>
</table>
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)  

<table>
<thead>
<tr>
<th>ACROSS: FAL: LO5: Can the learner Collects and records information in different ways?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advantages of ortho photo over aerial photo and maps</td>
</tr>
<tr>
<td>• Factors to consider when interpreting photos</td>
</tr>
<tr>
<td>RESOURCES</td>
</tr>
<tr>
<td>Aerial photographs (original) Orthophotos; diagrams showing types of photos and marginal information; topographical map of same area. Textbook; map work book.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIOR KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Learners can read conventional map symbols used on topographical maps.</td>
</tr>
<tr>
<td>-Learners have seen photographs (horizontal) before. In Gr 7 learners studied orthophoto but not into details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DETAILS OF TEACHING AND LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT ACTIVITIES</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 the fuselage of an aeroplane.</td>
<td>FORM: Map Reading &amp; analysis :AERIAL PHOTOGRAPH: Identification, and labelling of photos. Drawing of types of photos.</td>
<td>SOURCES Aerial Photos and orthophos are not always available in GET schools. Borrow from High Schools around.</td>
</tr>
</tbody>
</table>
Activity 2: **Explain** the difference between vertical & Oblique (high and low) by using diagrams, real photos and pictures. Supply them with another diagram 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 and the map.

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).

Learners **label** a sketch of an aerial photograph in pairs.

Activity 4: Introduce an Orthophoto: Middelburgh and explain what an orthophoto is: a combination of aerial photograph and topographical map details (all distorted mages 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 compare the scale with that of the topographical map.

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:

1: Shape of objects; 2: The sizes of objects. 3: Shadows; 4: The tone; 5: the texture

Learners **do interpretation** of Middelburg/ other orthophoto assigned in groups.

<table>
<thead>
<tr>
<th>Creative Response</th>
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</thead>
<tbody>
<tr>
<td><strong>Method:</strong></td>
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<tr>
<td>Teacher; groups; In pairs</td>
</tr>
<tr>
<td><strong>TOOL:</strong> Checklist; Holistic Rubric</td>
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</tbody>
</table>

Learners may find it difficult to see objects/ features clearly on photos may be due to poor eyesights or lack of training. Provide magnifying glass. Be patient and assist learners in the identification.

| FORM: Interpretation of orthophoto questions. |
| **Method:** |
| In groups; Teacher |
| **TOOL:** Memorandum Checklist |
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:** 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

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
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<th>Details of Teaching and Learning activities</th>
<th>Details of Assessment activities</th>
<th>Barriers to learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1: Geographical Inquiry</td>
<td>Within:</td>
<td><strong>ACTIVITY 1:</strong> Ask learners 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).</td>
<td>FORM: Map Reading and Analysis Creative response</td>
<td>Problem with metrciation. Scales depend on metrciation and so do work in metrciation.</td>
</tr>
<tr>
<td></td>
<td>History: LO1</td>
<td></td>
<td>METHOD Teacher Individual In groups In pairs</td>
<td>Calculation of figures. Pay more attention to weaker learners</td>
</tr>
<tr>
<td></td>
<td>AS 3: Analyse the information in the sources.</td>
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<td>TOOL: Checklist</td>
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<tr>
<td></td>
<td><strong>ACROSS</strong></td>
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<td>MATHS: LO4:</td>
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<td>AS 4:</td>
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<td></td>
<td>Solves problem by measuring precisely and selecting measuring</td>
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</tbody>
</table>

**ACTIVITY 2:** For learners to understand and work out scales, revise metric system used in South Africa. Provide metric table
instruments appropriate to the problem; estimating and calculating with precision---->

**LANG.**

**FAL:**

LOS ; AS3

Collects and record information in different ways.

for **learners to do** some activities on metrciation.
( Use attached Source A)

**ACTIVITY 3:**

Introduce the THREE types of scales. Explain each type by performing activities in groups with learners.

1. Statement scale or Word scale.
2. Representative Fraction or Ratio scale (RF).
3. Linear scale or line scale.

**STATEMENT** 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 write some examples in pairs into their work books.

**REPRESENTATIVE FRACTION**

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)
Statement: 1 cm represent 1 km.
(RF) Fraction: 1/100 000
Ratio: 1:100 000

ACTIVITY 4

**Concept of Large and Small Scales**

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.

ACTIVITY 5

**LINEAR SCALE:**

It is a straight line divided off into units which represent the equivalent
distance on the ground. It has a primary scale on the right of zero and secondary or divided scale on the left of zero. 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.

**Class Work:**
Let learners draw scale of 1cm to 100cm in groups. They use a ruler and a pair of dividers.

**ACTIVITY 6 MEASURING DISTANCES ON MAPS.**

Resources: A pair of dividers; ruler; scrap paper; string; pencil. Source C: Topographical map: 1:50000 and its linear scale.

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&B. They read the distance straight along the linear scale. The result
should be in km and metres. The kilometre along the primary division. and the metres along the secondary division.

B: Curved/irregular distances:
• learners: cut the line into straight segments.
• mark the start on paper eg. A put the paper along the segments and mark both paper and map.
• pivot/rotate paper round the segments till the end and mark end-B
• put the paper A-B along the linear scale and read off in km and metres.

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.

CALCULATION OF SPEED, TIME AND DISTANCE
ACTIVITY
The teacher introduces the calculation of the above aspects by giving them the formula
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?
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.
Note! The base for calculation time is 60 minutes=1 hour.

TASK:
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.
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:** 1 Hour  
**CONTENT / CONTEXT:** Nazism – Human Rights Issues  
**DATE FROM ………….TO………..**  

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

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</th>
<th>TEACHING AND LEARNING ACTIVITIES</th>
<th>ASSESSMENT DETAILS</th>
<th>INTEGRATION</th>
<th>BARRIERS TO LEARNING</th>
</tr>
</thead>
</table>
| LO.1 Historical enquiry                  | Activity 1: Teacher explains the founding of the Nazi Party in Germany. Learners must write important words and their meaning in note books, using the dictionary: eg. Nazism, nationalism, socialism, racism. Learners draw the emblem of the Nazi party in their books. | FORM: Assignment  
TOOLS: Memo / rubric  
METHOD: teacher | GEO. LO.1 AS.3 | |
| AS. 1- Investigates a topic by asking key questions and identifies a variety of sources to explore the topic. | | |
| AS. 3- Analyses the information in sources (work with sources). | | |
| 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. | | |
| Activity 2 – Learners are given the source on the manifesto of the Nazi’s. They read and | | |

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analyse the manifesto carefully.

Learners explain these ideas in simple words and also give their own opinion on each one. This must be done in the form of Short explanatory paragraphs.

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human rights</td>
<td>Be able to identify forms of racism and human rights abuses.</td>
<td>Respect for one another.</td>
</tr>
<tr>
<td>What is racism?</td>
<td>Be able to compare racism in Germany with racism in S.A.</td>
<td>Tolerance for one another.</td>
</tr>
<tr>
<td>Forms of racism.</td>
<td></td>
<td>Treasure democracy.</td>
</tr>
<tr>
<td>Racism in Germany.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

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

**Activity 3**
Learners **conduct** interviews with people who underwent unpleasant experiences during apartheid.

Teacher provides a case study on holocaust for learners to **read** at home.

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is prosecution in general?</td>
<td>Be able to identify acts as prosecution or not.</td>
<td>To make right choices in life.</td>
</tr>
<tr>
<td>How were Non-Aryans in Germany prosecuted?</td>
<td>Be able to identify who the writers of certain sources are. (to recognize biasness)</td>
<td>Empathy</td>
</tr>
<tr>
<td>Prosecutions in S.A, during apartheid years.</td>
<td>Be able to relate to others.</td>
<td></td>
</tr>
<tr>
<td>Detailed knowledge on the holocaust as example of these prosecutions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.?

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

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artwork, graphics and drama); uses information technology where available and appropriate communicates the answer.

Malcolm X with German experiences of human rights abuse.

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resistance to Nazism in Europe.</td>
<td>To be able to compare situations with one another.</td>
<td>Balanced person</td>
</tr>
<tr>
<td>Ku Klux Klan in USA</td>
<td>To distinguish different forms of resistance.</td>
<td>Empathy</td>
</tr>
<tr>
<td>Martin Luther King</td>
<td>To understand the importance of resistance.(leaders)</td>
<td></td>
</tr>
</tbody>
</table>

**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:**

I
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?
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/

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

| LO.1 Historical enquiry | Activity 1: 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 | FORM: Source- Analyses Group – discussion | GEO. LO.1 AS.3 Lang. | Lack to listen to other people’s experiences. Low self esteem – to speak in groups in class. Lack of knowledge on |
### Significant Questions to Evaluate the Sources

**As. 3 - Analyses the Information in Sources (Work with Sources).**

**AS.4 - Presents an Independent Line of Argument in Answering Questions Posed, and Justifies the Conclusion Reached.**

Learners can be given many sources and have to ask questions on them.

**Step 2:** 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.  
*(50 minutes)*

**Step 3:** Explain the “Armed Struggle” in S.A. Refer to:
- MK and POQO
- Revonia Trials
- SOWETO uprising

*(50 minutes)*

**Step 4:** Learners must do activities.  
**ACT. 1 -** Learners must do the activity on the march of the women:  
+  
**ACT. 2 –** Learners are given the source with the human rights. They must indicate next to each one our responsibility towards it.  
*(50 minutes)*

**ACT. 3 –** In groups discuss the following: Is taking up arms the right way to resolve a problem? Put your arguments in

**METHOD:**
- **teacher**

English to give your opinion in groups.
| written form. | (50 minutes) |  |  |  |