

SOCIAL SCIENCES (HISTORY AND GEOGRAPHY)
GRADES 7 - 9
TEACHER'S GUIDE (How to teach)

NOTE:

1. History and Geography must each be allocated 90 minutes per week. It is strongly suggested, that each must be broken into sessions of one half hour and an hour lesson. **Both disciplines must be taught and assessed each term.**
2. The three Learning Outcomes (with the appropriate Assessment Standards) are **always used together** throughout the teaching, learning and assessment process.
3. The knowledge focus framework (content) and the appropriate Assessment Standards (skills) must be taught and explained during lessons and **practised by the learners in their workbooks.**
4. **New concepts must be explained** to learners as they work through the knowledge focus framework for Social Sciences. Use the terminology that would be used in the assessment tasks.
5. The Social Sciences learning area is based on the **enquiry skills learning process.** The process should encourage learners **to work with evidence** and consider the logic of arguments and give them opportunities to consider their own values, opinions and judgements in relation to those of their peers.
6. The construction of knowledge and the development of interpretation skills are based on the foundation of enquiry. Teachers and learners are encouraged to **always ask questions.** The use of **Key Questions** is important to the development of critical thinking. Learners need to be encouraged to create and frame their own questions. **Encourage critical thinking** by doing the following:
 - Challenge learners to question
 - Develop the learners' questioning skills
 - Ask learners for their own understanding
 - Encourage learners to seek alternatives before deciding on an answer
 - Encourage learners to give reasons for saying or suggesting certain things
 - Ask learners to justify their choices
 - Provide opportunities for learners to classify, analyse and create
 - Engage learners in dialogue
 - Provide opportunities for focussed discussion with their peers
 - Challenge stereotypes and prejudice
7. Whenever possible **use real things** (authenticity) in the classroom: look at real objects and handle real documentary and visual sources. Find sources that appeal to the learner rather than to the teacher. For History, use items from the past and for Geography use fieldwork maps, photographs and current newspapers.
8. **Use fewer sources in greater depth.** Care needs to be taken when choosing sources to make sure that there is enough information for meaningful work. Do smaller topics in more detail. Real learning comes when learners are given the opportunity to do in-depth investigations rather than skimming over a number of topics.
9. **Learners must be able to communicate knowledge and understanding based on evidence from sources.** Therefore, in the Senior Phase, it is important not only to concentrate on source work alone, they must construct their argument/case in a clear piece of extended writing. An essay should always have a relevant introduction, a body and logical conclusion based on the given sources.

The following bullets should be added after the Assessment Programme

- All assessment tasks must be developed within the context of the learners.
- All the learning outcomes (with the appropriate assessment standards) and the content (knowledge focus framework) are assessed together.
- Instructions must be clear to the learners. All the formal assessment tasks have the same weight.
- Evidence of all the content, exercises and activities (informal assessment) must be evident in learner workbooks, before the formal assessment task for recording and reporting is done. (Look in the work schedule). A good practice to ensure that learners do their own work is to do these tasks in the class under controlled circumstances. This practice will ensure authenticity. It might also ensure that all the learners hand their tasks in.

Map work and data handling skills, together with the content, must be continuously taught and informally assessed **each term**. A formal assessment for map work and data handling takes place during the third term. Map work and data handling skills must also be assessed in the test and the exam. Consult the Social Sciences Policy document for the map work skills and concepts for each grade – note the progression.

**GEOGRAPHY
TEACHER'S GUIDE (How to teach)**

THERE ARE 6 FORMAL ASSESSMENT TASKS FOR SOCIAL SCIENCES

They are divided up during the year as follows:

Number	Term	Week	History/Geography	Task	Minimum mark allocation
1	1	Week 9	History	Source-based and extended writing task	Min =50
2	2	Week 8 -13	Geography	Project (Research assignment/ Creative response)	Min: 50
3 & 4	2	Week 20	History & Geography	Examination	Min: 100
5	3	Week 24	Geography	Map work and data handling assignment	Min: 50
6	3	Week 30	History	Project (Research assignment/ Creative response)	Min: 50
	4	Week 37	History & Geography	Formal Assessment/ Examination	Min: 100

TERM 1

WEEK 1

Introduction to Geography

Methodology

Step 1: Teacher does revision of Grade 8, e.g. What is geography?

Step 2: The following concepts will be explained by the educator: global scale, geographer and geographical informational system (What it is and where it is used.) GIS is only an introduction.

Step 3: Revise the three learning outcomes in Geography.

- Geographical enquiry
- Geographical knowledge and understanding
- Geographical exploration

Step 4: Explain how to identify sources and how to organise them.

Step 5: Explain different skills gained.

- Enquiry skills to enable investigation
- Ability to demonstrate geographical and environmental knowledge
- Ability to make informed decisions.

Resources: Teacher's Guide for the Development of Learning Programmes: Social Sciences; various textbooks.

Integration: Explain to learners how integration is possible across all learning areas

WEEK 2

Map work

Methodology

Step 1: The teacher use a world map or globe to identify and, in some cases, revise and explain Grade 8 concepts like degrees and minutes, hemisphere, equator, Greenwich Meridian, International Date Line, Arctic and Antarctic circles and the tropics of Cancer and Capricorn. (This is for consolidation.)

Step 2: The teacher explains the following important concepts:

- Minutes are the degrees of latitude and longitude divided into minutes.
- Each degree consists of 60 minutes.
- The Greenwich Meridian divides the earth into eastern and western hemisphere.
- Latitude is indicated by the horizontal lines north and south of the equator. The lines are parallel to one another and are expressed in degrees north or south of the equator.
- Longitude is indicated by vertical lines east and west of the Greenwich Meridian. They join the North and South Poles and are expressed in degrees east or west of the Greenwich Meridian.
- Identify Arctic and Antarctic circles and tropics of Cancer and Capricorn.
- Explain how a globe can be projected as a map onto a flat surface and why it is necessary.
 - (This follows on Grade 6, where map projections are handled.)

Step 3: Teacher provides learners with maps, a topographical map (1: 50 000) and an orthophoto map (1:10 000), and revise the Grade 8 map work concepts. (A sketch map can also be used.)

- Teacher need to explain contours, contour intervals, gradient and slopes.
- Learners must be able to identify height and co- ordinates with degrees and minutes.

Step 4: The teacher gives concepts to learners in a worksheet or in notes to take down in their books.

Resources: World map, globe, topographical maps, local maps, sketch maps, etc.

Integration: Mathematics, Languages

WEEK 3

Map work

Methodology

Step 1: The teacher explains the following concepts to the learners: physical and cultural features, photos, cross profile, land forms, bearing, gradient/slopes, height symbols.

Step 2: The concepts are covered, and are integrated throughout the year.

Step 3: The teacher introduces cross profiles to the learners: learners need to construct a cross-section (cross profile).

Note to the teacher: A cross-section as a side view of a relief feature.

The learners follow the following steps to draw a cross section:

- Find two points on the map.
- Use a piece of paper and mark off all the contours between two points.
- Work out height of the contour lines, and mark this on the strip of paper.
- Draw the vertical and horizontal axis.
- Decide on vertical scale.
- Place strip of paper on the horizontal line.
- Join all the points.

- Remember to label your cross-section correctly. (Illustrate how a cross-section should be labelled.)

Step 4: Teacher gives examples of different landforms e.g. spur, watershed.

Step 5: Teacher provides topographical maps to **calculate the bearing**.

- Teach the class that the bearing is the angle measured clockwise from true north.

Step 6: Teacher introduces **gradient** (steepness or slope) to learners and how to calculate it.

- Teach height symbols on the topographical map, and give learners examples.

Step 7: Informal assessment:

Complete the lesson with an exercise to calculate bearing, gradient and other concepts on the given topographical map.

Step 8: Provide a very elementary introduction and explanation of a geographic information system (GIS).

Explain the following concepts and identify them on a map:

- Point
- Line
- Polygon
- Nodes

Resources: Textbooks, topographical maps, sketch maps, orthophoto maps, Textbook: Mapwork Made Easy.

Integration: Mathematics, Languages

WEEK 4

Development:

Approaches to development

Concepts associated with development: developing, developed, sustainable development, sustainability.

Methodology

Step 1: The teacher asks the learners a key question: **How do the different approaches to development have a positive impact on people and their environment?**

Step 2: Explain the following concepts: sustainable development, sustainability, developed countries, developing countries, first world, third world, modification, industrialised, capitalist, irrigation

- Explain that sustainability implies further use of resources.
- Also ask learners what is meant by “gross national income” (The more goods and services a country produces, the greater its income will be.)

Step 3: Teacher chooses relevant sources (e.g. newspaper articles, statistics) which contain certain concepts.

Step 4: The teacher explains the difference between developed and developing countries and asks learners to give relevant examples.

Step 5: Teacher gives learners all new concepts to re-write into their books e.g. developing, developed, sustainability.

Resources: Textbooks, atlases, pictures, etc.

Integration: E.M.S, Natural Sciences, Languages.

WEEKS 5&6

Development:

Approaches to development

Concepts associated with development: developing, developed, sustainable development and sustainability

Methodology

Step 1: Teacher gives learners relevant sources, such as newspaper articles, and asks learners to distinguish between developed and developing countries,

Step 2: Learners read the given sources.

- Ask learners to identify the developed and developing countries.

Step 3: Learners use a world map to identify developed and developing countries.

- Explain first- and third-world countries.

Step 4: Teacher use a world map to show the Brandt Line, which divides the world into developed and developing countries.

- Explain the basic indicators for development, e.g. social and economic indicators. (Basis for Grade 11 Geography)

Step 5: Teacher explains the different approaches to development, giving reasons for the adoption of each approach, e.g. where people live.

Step 6: Involve learners in a class discussion on what positive impact development might have on people.

Step 7: Instruct learners to investigate development under the following headings. Learners must prepare in groups. Each group must provide a two-minute presentation to the class on one of the headings. (*Class discussion*)

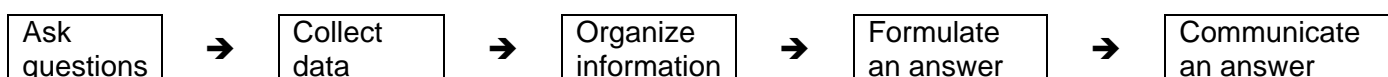
- The positive impact of development on people
- How development is measured
- The elements that support and hinder development
- Funding and support for development

Provide guidelines to learners on how to go about the investigation in order to get the relevant information.

ENQUIRY PROCESS

Step 1: Revise the enquiry process. This process should include a key question to narrow the focus of content.

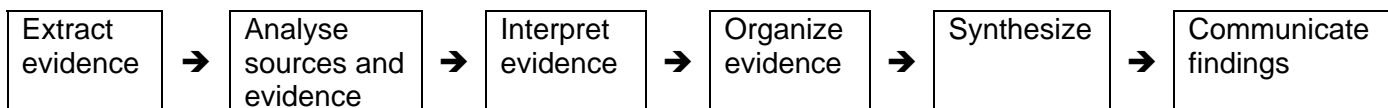
Enquiry process:



SELECTING SOURCES

Step 2: Explain how to select relevant sources. Revise the various sources available.

- There are various types of sources, such as written sources, oral sources, audiovisual sources and the Internet.
- Working with sources



Extract evidence	Select information and key words from the text to build a mind map.
Analyse sources and evidence	Distinguish, examine, compare, contrast, investigate, categorise, identify, explain, separate
Interpret evidence	Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate
Organise evidence	Solve, show, use, illustrate, construct, complete, examine, classify
Synthesize	Create, invent, compose, predict, plan, construct, design, imagine, propose, devise, formulate
Communicate findings	Explain, express, identify, indicate, report, restate, translate

Resources: World map, textbooks

Integration: E.M.S, Languages

WEEKS 7-8

Development:

Approaches to development and applicability to South Africa and elsewhere

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: What is the relationship between South Africa and the rest of the world with regard to sustainable development?

Step 2: Teacher initiates a class discussion on what will happen when we have used up our resources.

Step 3: Teacher explains the following concepts: RDP (Reconstruction and Development Programme) and GEAR (Growth Employment and Redistribution)

Step 4: The teacher provides relevant sources to learners to enable them to compare development in South Africa with that in the rest of the world.

Step 5: The teacher explains strategies employed by the South African Government to improve people's lives.

Introduce Formal Assessment Task 2 (To be handed in by Week 13)

Step 6: FORMAL ASSESSMENT TASK 2: Project (Research assignment/ creative response)

- ***If the Geography project is a creative response, then the corresponding project for History must be a research assignment, or vice versa.***
- This assessment task should be handed out 4 to 5 weeks earlier and, to ensure authenticity, completed under supervision by the end of the term.
- The project should be aimed at assessing whether the learners are able to use enquiry skills to investigate the past and the present, and whether they are able to select, giving reasons, key information.
- If the learners complete a creative response project, ensure that it is a learning experience, not just a creative task. Give the learners guidelines – the project should show creativity and should include descriptors of what is produced. (A checklist can be an effective tool.).

Research Task:

Step 1: Give clear instructions.

Step 2: When completing a research task, learners are expected to follow the enquiry process.

- We work with sources/ evidence. (LO 1)
- Ask a key question.
- Identify information.
- Answer questions.
- Communicate the answer.

Step 3: The teacher must provide a framework for the research project. Stipulate what must be covered, what LOs and ASs will be covered, and what skills, knowledge and values will be assessed.

Step 4: Discuss the project with the learners. Discuss what the research entails. Issue and discuss a criterion-referenced assessment tool (rubric) with the learners.

Step 5: Ensure that the task is criteria- and age-appropriate.

Step 6: Monitor the progress of the learners by setting deadlines for different stages of the research task.

Creative Response Task:

Step 1: Give clear instructions.

Step 2: These include creating models, posters, collages and role-play.

Step 3: The creative response can be incorporated with another form of assessment, e.g. source-based and research.

Step 4: Poster-making entails organizing information in a logical way on a specific topic.

Step 5: Discuss the project with the learners. Discuss what the poster/ model/ art work/ collage entails and issue and discuss a criterion-referenced assessment tool (rubric) to the learners.

Step 6: Ensure that the task is criteria- and age-appropriate.

Resources: Textbooks, newspaper articles, Assessment Guidelines for Social Sciences.

Integration: Languages

WEEK 9**Development:****The role of science and technology and their effects on development****Methodology**

Step 1: The teacher starts the lesson by asking the learners a key question: How do science and technology contribute positively and negatively to development?

Step 2: Teacher explains new concepts: positive, negative, technology, environment and impact.

Step 3: Provide learners with relevant sources e.g. maps, graphs statistics, photos etc.

Step 4: Initiate a class discussion by asking what are positive and negative contributions to development.

Use newspaper articles to provide an example of Globalisation and ask learners to identify the effects of globalisation. Allow learners to have group discussions.

Step 5: Have a report back session after group discussions of foreign aid and its impact on development. Indicate on a world map where countries are situated that receive foreign aid.

Resources: Maps, graphs statistics, photos etc.

Integration: Natural sciences, Languages, Technology

WEEK 10

Development:

The role of science and technology, the green revolution and modification of crops

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How do science and technology improve farming practices?

Step 2: Teacher explains:

- Development is providing for the basic needs of the people.
- Hybrids are a cross between two species or sub-species of plants.
- The green revolution is about the use of high yield varieties to produce more foods.

Step 3: Supply learners with information about the green revolution.

Step 4: Explain the term genetic modification- (the manipulation of an organism's genes).

Step 5: Teacher divides class into groups to discuss the strength and weaknesses of the green revolution.

Step 6: Teacher explains the concerns around genetic modification.

Step 7: Let learners make notes about their concerns about genetic modification.

Resources: Maps, statistics, newspaper articles, etc.

Integration: Languages, Natural Sciences

TERM 2

WEEK 11

Development:

The role of science and technology – Use of appropriate technology

Methodology:

Step 1: The teacher starts the lesson by asking a key question: Why are some nations not able to apply modern technology in their agricultural sector? Discuss the above question with the whole class.

Step 2: Teacher provides learners with sources, e.g. textbooks, articles, map.

Step 3: Teacher asks a leading question about why some nations are not able to apply modern technology. Steer discussion by explaining:

- Some countries are developing countries
- Affordability of technology
- Consequences for these nations (mainly developing countries)
- Advantages and disadvantages of use of chemical products

Step 4: Teacher communicates possible alternatives for these countries and indicates on a map where these countries are situated.

Step 5: Learners identify different ways in which technology can increase crop yields and quality of crops.

- Fertilisation
- Irrigation
- Mechanisation of planting, cultivation and harvesting
- Chemical pest-and-weed control
- Genotypes

Step 6: Learners report on findings regarding the ways in which technology can increase crop yields and crop quality.

Step 7: Lesson can be completed by supplying a worksheet for learners.

Resources: Textbooks and articles.

Integration: Natural Sciences, Languages, Technology

WEEKS 12-13

Development:

Principles of Agenda 21

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: What is the impact of resource use on people and the environment?

Step 2: Teacher explains the following concepts: resources, natural resources, man-made resources, renewable resources, non-renewable resources, Agenda 21, depletion. Discuss the above question with the whole class.

Step 3: Teacher identifies and gives relevant sources e.g. maps, statistics, photos, newspaper articles, Internet, to illustrate the distribution of natural resources.

Step 4: Teacher explain the principles of Agenda 21.

- Humans have a right to a healthy life in harmony with nature.
- Protection of the environment must go hand in hand with any development.
- There should be a sharing of scientific and technological knowledge.
- All governments and all people shall work together to get rid of poverty.

Step 5: Teacher illustrate how the principles of Agenda 21 protect the environment and support development for the future. Agenda 21 outlines important principles of sustainable development. These principles, if followed carefully, it will ensure that development occurs in such a way that the impact on the environment is minimal.

Step 6: Teacher now distinguishes between natural and man-made resources.

- Natural resources: Resources that come from the earth, e.g. water.
- Man-made resources: Resources that are produced by humans, e.g. food.

Step 7: Teacher also distinguishes between renewable and non-renewable resources.

- Renewable resources: Resources that can be replaced
- Non-renewable resources: Resources that cannot be replaced

Step 8: Teacher provides reasoned explanation of the consequences of depleted resources. Gives examples, like a diamond mine in Kimberley.

Step 9: Learners discuss possible ways of preventing depletion of resources.

Step 10: Learners report on findings on possible ways of preventing depletion of resources.

Resources: Maps, graphs, statistics, photos, newspaper articles, Internet, etc.

Integration: Languages, Life Sciences

Handing in of formal Assessment Task 2 – Project (Research assignment/Creative response)

WEEKS 14-16

Sustainable use of resources:

The dependence of all people on natural resources for their livelihood and survival

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: Why are people dependent on the environment for their livelihood and survival?

Step 2: Teacher explains the following concepts: dependant, livelihood, survival, environmental exploitation, global warming, acid rain.

Step 3: Teacher identifies and gives relevant sources e.g. maps, photos, newspaper articles.

Step 4: Teacher explains why humans are dependent on the environment, and gives relevant examples.

- They need water, oxygen, shelter, etc. to survive.

Step 5: Teacher leads class discussion on the consequences of this dependence.

Step 6: Learners use sources to compare the global and local impact of environmental exploitation.

Step 7: Teacher leads a class discussion on how global warming and acid rain reduce natural resources. Learners should then provide possible solutions for the reduction of global warming.

Step 8: Learners make a summary or report on present global initiatives to reduce the effects of global warming (why it occurs and the effects it has on the environment, people worldwide and themselves)

Resources: Maps, newspaper articles, photos, etc.

Integration: Languages, Natural Sciences

Week 16: Collection of Research assignment issued in week 8.

WEEK 17-18

Sustainable use of resources:

The need to ensure future sustainability of resources

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: Why is it important to preserve resources for the future? Discuss the above question with the class.

Step 2: The teacher explains the following concepts: integrated development, consumption, preserve.

Step 3: The teacher supplies relevant sources, e.g. maps, graphs, photos, newspaper articles, etc.

Step 4: The teacher initiates a class discussion on why we have to preserve resources sustainability.

Focus areas:

- The impact of over consumption of resources on humans and the environment
- Possible reasons why it is necessary to reduce the consumption of natural resources
- Negative effects of over consumption

Step 5: Learners are allocated resources and asked discuss them in terms of the following and then to report back:

- Possible actions to ensure future sustainability
- How to ensure future sustainability

Resources: Internet, graphs, photos, newspaper articles, etc.

Integration: Languages, Natural Sciences

WEEKS 19-20

FORMAL ASSESSMENT TASK 3: EXAMINATION (Social Sciences - Geography)

Methodology

Step 1: All 3 LOs, with the appropriate ASs, must be assessed.

Step 2: This examination must count at least 50 marks, and should be based on content covered during the term.

Step 3: The examination must consist of

- Knowledge questions on topics covered in the second term
- At least 3 sources must be included in the test, e.g. census data, documents, letters, newspapers, magazines, diaries, reports, pamphlets, books, advertisements, photographs, cartoons, maps, plans, aerial photographs, paintings, drawings.
- Sources that are contextualized and which include a key question.

Step 4: Remember that examinations should focus on measuring the level of achievement relative to the particular LO or AS covered during the term.

Step 5: Examinations should have a range of questions that assess skills and levels of cognitive understanding, and should not be based on simple recall. (Make use of Bloom's Taxonomy)

Step 6: A maximum of 40% of the test marks to be allocated to short-answer questions, e.g. name, list, identify, classify.

Step 7: True or False questions require an additional response, e.g. Give a reason for your answer.

Step 8: Matching items in two columns is useful for testing concepts. There should be more options of responses than stimuli. There should be only a few (5-6) of these questions.

Resources: Assessment Guidelines for Social Sciences (Intermediate and Senior Phase)

Integration: All learning areas.

TERM 3

WEEKS 21-22

Sustainable use of resources:

The need for everybody to be actively involved in addressing environmental problems, e.g. pollution, waste disposal

Step 1: A key question is posed to the learners: Why is it important for everybody to contribute to sustainable use of resources?

Step 2: The following concepts are now being introduced and explained to the learners:

- Pollution
- Waste disposal
- Solid waste
- Protected areas
- Recycle

Step 3: Teacher makes use of relevant sources (maps, graphs, statistics, newspaper articles, etc.) Guide learners through the question posed.

Step 4: The learners must use resources to investigate ways of promoting awareness of environmental problems.

- Let the learners give examples of ways of promoting this awareness.
- Hold class/group discussions.
- Supply audio-visual material (video).

Step 5: The teacher initiates a class discussion on why people should be actively involved in addressing environmental problems.

Step 6: Learners communicate their findings in a report on how people can contribute to sustainable use of resources.

WEEKS 23-24

FORMAL ASSESSMENT TASK 4: MAPWORK AND DATA HANDLING ASSIGNMENT

Methodology:

Step 1: Give clear instructions.

Step 2: The task should provide learners with the opportunity to demonstrate their ability to read and interpret different types of maps and to work with different kinds of data and graphs.

Step 3: Learners must also be able to make deductions in different contexts.

Step 4: Learners glean information from maps by reading map symbols, draw sketch maps and make measurements.

Step 5: Topographical maps (1:50 000) and orthophotos must be used to develop an understanding of special orientation, map scale, direction, bearing, co-ordinates, gradient, height symbols.

Step 6: Learners must ascertain impacts in certain contexts, e.g. political, environmental, human, economic. They explore issues and provide possible solutions to challenges.

Note: Map work and data assignment can be spread over two weeks, with map work in the first week and data handling in the second week.

Data handling - Learners must be able to interpret data, read tables and graphs, and construct graphs. (Learners must be exposed to different types of data.)

Resources: Maps, statistics, graphs, tables, etc.

WEEKS 25-28

Social and environmental conflicts in South Africa: Comparisons with other countries in Africa and elsewhere

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How do social and environmental conflicts in South Africa compare with those in the rest of the world?

Step 2: Concepts relevant to the content will be explained in detail by the teacher: conflict, social conflicts, environmental conflicts, refugees, displace, mediators.

Step 3: The teacher will also make use of relevant sources (e.g. maps, photos, newspaper articles, Internet).

Step 4: Teacher will introduce the topic of social and environmental conflicts by referring to local examples, and then national, African and global examples.

Step 5: South Africa: Teacher explains how presence of refugees that can cause conflict. Makes use of relevant examples.

Step 6: Learners investigate possible ways of resolving this conflict.

- Learners must also explain how this type of conflict can affect change.
- Teacher introduces Africa as part of this conflict.

Step 7: Africa: Teacher asks learners to investigate how conflict can displace people in Africa and the consequences of this conflict.

- Let the learners give some examples. How South Africa is affected by this conflict must be discussed. Let learners communicate ways of dealing with this conflict.

Step 8: Global: Learners must identify common conflicts that happen around the world. Teacher explains who mediates world conflict and the effectiveness of mediators. Teacher asks learners to give their opinions on these issues.

Step 9: Learners must do a report on the effectiveness of mediators, as extracted from resources.

Resources: Maps, photos, newspapers articles, Internet etc.

Integration: Languages, History

WEEKS 29-30

Social and environmental conflicts in South Africa: Comparisons with other countries in Africa and elsewhere

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How do power, control and discrimination affect access to resources?

Step 2: Teacher introduces and explains the following concepts: power, control, discrimination, xenophobia, racism and immigration.

Teacher makes use of relevant sources, e.g. maps, graphs, statistics, photos, newspaper articles, Internet.

Step 4: Learners must investigate how the use of power affects social and environmental conflicts in South Africa.

Step 5: Teacher use sources, e.g. articles, case studies, to illustrate discrimination and the abuse of power.

Step 6: Teacher asks learners to identify resources that cause conflict in South Africa. The teacher explains why these resources cause conflict.

Step 7: The learners discuss in groups possible solutions for this conflict, and communicate solutions in a report or class discussions.

Resources: Maps, graphs, statistics, photos, newspaper articles, Internet, etc.

Integration: Languages, History

TERM 4

WEEKS 31-32

Social and environmental conflicts in South Africa:

The role of power and discrimination (including xenophobia and racism) in shaping access to and use of resources such as land, food, water, housing and jobs.

Methodology

Step 1: The teacher starts the lesson by asking the learners a key question: How do power and discrimination affect access to resources?

Discuss the above question with the whole class.

Step 2: The teacher discusses and explains the concepts of racism and xenophobia.

Step 3: Teacher use relevant sources, e.g. maps, graphs, statistics, photos, newspaper articles, Internet, to illustrate the distribution of natural resources.

- Teacher can formulate a question on why it is necessary to distribute resources.
- After the concepts have been explained, the teacher and the learners can discuss the causes of racism. Take learners back into history.

Step 4: Teacher and learners analyse the possible effects racism has on the access to resources, e.g. water, housing, jobs.

Explain that these effects can also leads to xenophobia.

Step 5: The teacher ask learners to identify victims of xenophobia.

Step 6: The teacher makes use of sources, e.g. newspaper articles, photos, case studies, to report on the social and environmental conflicts xenophobia has caused in South Africa.

Step 7: Learners communicate possible solutions to the problems of xenophobia. In other words: What can be done to prevent xenophobic attacks in future?

Step 8: The teacher introduces a case studies, with questions, on xenophobia.

EXAMPLES

CASE STUDIES

EXTRACT 1:

PORT ELIZABETH: A pub owner in this city's Govan Mbeki Avenue says he is pulling out all the stops to keep out criminals by barring Nigerians.

Three notices at the entrance to the "Top Kick African Kitchen" and "Entertainment Centre" in North End say: "Nigerians are strictly prohibited by management."

Owner Alex Owusu, who comes from Ghana, said that after repeated raids by police, he had decided to chase all Nigerians away.

"I have had lots of problems in the past. The police used to raid my place five times a week. They have threatened to close my business because of Nigerians who sold drugs on my premises," said Owusu.

Asked how he knew if people entering his business were Nigerians, he said: "I am from West Africa. These are my brothers. I know them well."

Owusu said that he was determined that his hard work in establishing the business would not be spoilt by people engaging in illegal activities there.

He claimed the main culprits were Nigerians.

EXTRACT 2:

However, his actions have raised concerns of exacerbated xenophobia in the area. Last month, violence broke out between locals and Somali shop owners in Motherwell.

Police spokeswoman, Inspector Hazel Mqala, said she would be meeting with crime prevention commanders today to discuss the issue.

EXTRACT 3:

The Constitution of the Republic of South Africa (Act 108 of 1996)
Chapter 2: The Bill of Rights

Section 9: Equality

1. Everyone is equal before the law and has the right to equal protection and benefit to law.
2. Equality includes the full and equal enjoyment of all rights and freedoms.

3 & 4 No person may unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

Section 10: Human dignity

Everyone has inherent dignity and the right to have their dignity respected and protected.

Section 11: Life: Everyone has the right to life.

EXTRACT 4:

However, Human Rights Commission provision manager, Mzimhle Popo, said that barring Nigerians was a direct violation of the Constitution.

“To say that Nigerians sell drugs is problematic. We have decent Nigerian people working in this country and we cannot paint them all with the same brush of criminality.” Popo vowed to investigate.

**Suggested activity: Xenophobia
(Questions)**

Read Extract 1.

Use extract 1 to support your answers to the following questions:

1. Give your opinion of Mr Owusu’s actions. Explain whether you think his actions are reasonable and acceptable.
2. What problems might arise from Mr Owusu’s actions?

Read Extract 2.

Use Extract 2 to support your answer to the following questions:

1. What is xenophobia?
2. What form of discrimination is described in this extract? Explain your answer.
3. Why have Mr Owusu’s actions caused concern in the area?
4. What issue should Inspector Mqala discuss with the crime prevention officers?

Imagine that you are the provincial manager of the Human Rights Commission. Part of your job is to ensure that people know about their human rights, that people respect these rights and that these rights and these rights are not abused.

Read Extract 3 to answer these questions:

1. How would you respond to Mr Owusu's actions?
2. What advice would you give Mr Owusu?
3. What lessons about human rights would you teach in response to Mr Owusu's actions?

Now read Extract 4 and compare your response to that of the real provincial manager of the Human Rights Commission.

General Questions:

1. What does the history of the Holocaust teach us about xenophobia, racism and discrimination?
2. Write a headline, in 10 words or less, for a newspaper article that would include Extracts 1, 2 and 3

Extracts 1, 2: Cape Times, 6 March 2007

Extract 3: The Bill of Rights: South African Constitution

Resources: Maps, graphs, statistics, photos, newspaper articles, Internet, etc.

Integration: History, Languages

WEEK 33

Map work

Methodology

Step 1: The teacher uses a topographical map (1:50 000) and orthophoto map (1:10 000) as resources.

Step 2: Teacher introduce the basics of GIS.

- Explain the following and identify on a map: point, line polygon and node.
- Teacher also introduces paper GIS.

Step 3: Revise the following concepts with learners: physical, features, cultural features, photos, contours, contour interval, cross profiles, land forms, bearing, gradient/slope, grid reference, height symbols.

Step 4: The teacher makes use of a topographic map to

- show contour lines on the map;
- explain and show the contour intervals on the map and orthophoto; and
- show that contour lines must follow one another.

Step 5: Let learners construct a cross profile from a topographical map.

Step 6: Demonstrate on a map the steps to follow in order do draw a cross section. Take learners step by step through the process.

Step 7: Teacher supplies topographic maps and makes sure learners use protractors to calculate bearings. Explain that bearings must always be measured clockwise.

Step 8: Revise grid reference with the learners. Supply worksheets and exercises.

Resources: Topographical maps, orthophoto maps, sketch maps and notes, if necessary.

Integration: Mathematics

WEEK 34

Revision and consolidation

Step 1: Teacher revises concepts that were covered during the year.
Teacher set short test to cover the revised work each day.

Step 2: The prescribe skills acquired during the year must also be revised.

Step 3: Teacher revises:

- Content on development and make sure that the learners understand the work
- Sustainable resources, i.e. the positive and negative effects on sustainable resources and why we need resources
- Social and environmental conflicts
- The difference between social- and environmental conflict

Resources: Maps, graphs, statistics, newspaper articles, etc.

Integration: All learning areas

WEEKS 35 – 36

Revision of skills and selected content

Step 1: Teacher revises skills and the relevant content.

Step 2: Teacher revises concepts covered during the year.

Step 3: Teacher gives informal class test to complete in class.

WEEKS 37-40

FORMAL ASSESSMENT TASK 6 (CTA)/ Examination)

Step 1: Give clear instructions.

Step2: Remember that tests should focus on measuring the level of achievement relative to the particular learning outcomes or assessment standards covered during the term.

Step 3: Tests should have a range of questions that assess skills and levels of cognitive understanding, and should not be based on knowledge recall.

Resources: Assessment Guidelines for Social Sciences

**HISTORY
TEACHERS GUIDE (How to teach)**

THERE ARE 6 FORMAL ASSESSMENT TASKS FOR SOCIAL SCIENCES

They are divided up during the year as follows:

Number	Term	Date/ week	History/ Geography	Task	Minimum Mark Allocation
1	1	Week 9/10	History	Source –based and Extended writing	50
2	2	Week 13	Geography Project	Creative Response OR Research Assignment	50
3	2	Week 19	History and Geography	Examination	History: 50 Geography: 50 Total:100
4	3	Week 24	Geography	Map work and data handling Assignment	50
5	3	Week 29	History Project	Research Assignment OR Creative Response	50
6	4	Week 37	History and Geography	Examination	History: 50 Geography: 50 Total:100

TERM 1

WEEK 1

Introduction to History

Methodology

Step 1: Introduce History as a discipline of Social Sciences. The teacher will lead a discussion using relevant pictures as sources to answer the following questions.

Step 2: Ask a key question. The KEY QUESTION forms an integral part of Historical Enquiry. A historian works like a detective. Learners must be guided through the enquiry process:

Step 3: Explain the enquiry process.

- ⇒ We work with sources (evidence) (LO 1)
- ⇒ Ask a key question
- ⇒ Identify information
- ⇒ Answer questions
- ⇒ Communicate the answer

Step 4: Ask the following **key questions** when introducing History.

- ⇒ What is history? – explain how the learners can become historians. They work as an investigator.
- ⇒ What is the past and present?
- ⇒ What is a source?

Step 5: Introduce sources. Discuss variety of sources that historians use. Complete an exercise on a variety of sources

- ⇒ Written resources: old school reports; birth certificates; old letters
 - Who wrote it?
 - Why did they write it?
 - Has the author told the truth?
- ⇒ Artefacts (objects): old clothing; pottery; pieces of equipment
 - What is it?
 - What was it made for?
 - Who made it?
- ⇒ Photographs: school photos, family photos, photos of towns
 - What is in the background?
 - Who is in the photograph?
 - What activity is taking place?
- ⇒ Oral Sources: older family members, teachers, community members.
 - Who was interviewed?
 - How old is your source?
 - Does the source remember everything clearly or do they become confused?

Resources: Teacher's Guide for the Development of Learning Programmes: Social Sciences; various text books.

Integration: Geography, Languages

WEEK 2 & 3

Heading: Human Rights issues during and after World War II

Context: Nazi Germany: The conditions in Germany post WW II and how it gave rise to the establishment of the Nazi Party; How the Nazis constructed an Aryan Identity; How the Nazis used this 'identity to define and exclude others; How the Holocaust happened; what choices people had in Nazi Germany

Key Question: What were the conditions in Germany, which led to the rise of power of Hitler and triggered WW II?

Methodology

Step 1: Introduce the **Key Question**

Step 2: Explain the concept: Rearmament, Demilitarize, The Great Depression, Mein Kampf, and Nazism [complete a glossary in this regard]

Step 3: Identify sources relevant to the concepts.

Step 4:

- ⇒ Place learners into groups and give them a set of sources to peruse.
- ⇒ Rotate learners to be expose them to a variety of sources.
- ⇒ Ask them to choose two of the sources and write down all the questions they would like to ask about the sources.
- ⇒ Encourage learners to discuss their questions collectively before they write it down. Ask them to focus on open-ended questions.
- ⇒ Discourage questions that simply require a 'yes or no' answer.
- ⇒ Remember; Open-ended questions start with words such as:
 - Where
 - What
 - Why
 - When
 - How

Step 5: Allow learners at least 15 minutes to ask their questions. More time ensures that they probe deeper and ask insightful questions

Step 6: Allow learners to discuss the answers. Now ask learners to discuss and evaluate the activity by addressing the following issues:

- ⇒ What did they notice during the extension of question time
- ⇒ What did they think of each others questions
- ⇒ What did they learn from the way questions are asked

Step 7: Let learners develop a time line indicating the sequence of events, which led to the rise of Hitler as well as the outbreak of WW II

Resources: Textbooks, DVD's, newspaper clippings, posters, photographs

Integration with other learning areas: Geography, Languages, Life Orientation

WEEK 4, 5 & 6

Key Question: How did the Nazi Party construct an identity, which excluded others?

Methodology

Step 1: Explain the main concepts relating to the key question with specific reference to: prejudice, Stereotyping, discrimination persecution, eugenics Aryan identity, racial superiority, anti-Semitism

Step 2: Identify sources relevant to the concepts. Types of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks
- Oral(taped interviews)
- Resource Book – The Holocaust (available from the Cape Town Holocaust Centre)
- Teacher's Guide to the Holocaust <http://fcit.coedu.usf.edu/Holocaust/default.htm>
- Cape Town Holocaust Centre www.museums.org.za/ctholocaust

Step 3:

- ⇒ Learners view a DVD showing the background and execution of Nazi's policy of constructing a superior identity(available from Edumedia, Edulis and Holocaust Centre)
- ⇒ Place learners into groups and give them a set of sources to peruse.
- ⇒ Rotate learners to expose them to a variety of sources.
- ⇒ They are now asking to choose two of the sources and write down all the questions they would like to ask about the sources.
- ⇒ Encourage learners to discuss their questions collectively before they write it down. Ask them to focus on open-ended questions.
- ⇒ Discourage questions that simply require a 'yes or no' answer.
- ⇒ Remember; Open-ended questions start with words such as:
 - Where
 - What
 - Why
 - When
 - How

Step 5: Allow learners at least 15 minutes to ask their questions. More time ensures that they probe deeper and ask insightful questions

Step 6: Allow learners to discuss the answers. Now ask learners to evaluate the activity by addressing the following issues:

- ⇒ What did they notice during the extension of question time
- ⇒ What did they think of each others questions
- ⇒ What did they learn from the way questions are asked

Step 7: Address the issue of bias and reliability of the sources that were used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person's bias

Step 8: Learners could now do a structured activity based on the sources e.g. Answering questions in the form of a source based activity, placards[portraying the effects of the discriminating policies of the Nazi Party], poems, short play, debates etc depicting Nazi Policy.

Resources: Textbooks, DVD's, newspaper clippings, posters, photographs, websites etc [Refer to step 2]

Integration with other learning areas: Geography, Languages, Life Orientation

WEEK 7 & 8

Key Question: Why and how did the Holocaust happen?

Methodology

Step 1: Introduce the key question by explaining the main concepts: Nuremberg Laws, Kristalnacht, Final solution, Holocaust, Concentration Camps, Death Camps, Ghettos, Genocide

Step 2: Identify sources relevant to the concepts. Types of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks
- Oral(taped interviews)
- Resource Book – The Holocaust (available from the Cape Town Holocaust Centre)
- Teacher's Guide to the Holocaust <http://fcit.coedu.usf.edu/Holocaust/default.htm>
- Cape Town Holocaust Centre www.museums.org.za/ctholocaust

Step 3:

- ⇒ Learners view a DVD showing the background and execution of the Nazi's policy of constructing a superior identity(available from Edumedia, Edulis and Holocaust Centre)
- ⇒ Place learners into groups and give them a set of sources to peruse.
- ⇒ Rotate learners to expose them to the different sources available
- ⇒ Encourage learners to look at the sources objectively. taking in consideration the issues surrounding bias and reliability
- ⇒ Remember to discourage learners from asking questions that simply require a 'yes or no' answer; open-ended questioning should be encouraged.

Step 4: Address the issue of bias and reliability of the sources that were used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person's bias

Step 5: Learners should analyse the information in the sources, extracting those that address the key question.

Step 6: Allow learners to develop a critical interpretation of this information, constantly referring to the issues in step 4. [E.g. establishing the possible motives behind the execution of Hitler's policies, the effects it had on the victim's lives etc]

Step 7: The importance of symbols and the commemoration of events should be emphasized [e.g., a visit to the Holocaust Centre could be arranged, a short play – role-playing how these policies affected people's lives]

Step 8: Learners could now do a structured activity based on the sources e.g. Questions based on sources; placards, poems, short play, debates etc. (could be formally assessed.)

WEEK 9 & 10

THE FORMAL ASSESSMENT COULD NOW BE DONE I.E. A SOURCE BASED AND EXTENDED WRITING ACTIVITY AS FORMAL ASSESSMENT TASK 1:

It is important to note that somewhere near week 9/10 a formal assessment task will need to be completed. It should be a source - based and extended writing task. It may be on any one of the sections of work covered recently. Learners must complete the task individually, under controlled circumstances to ensure authenticity.

Important guidelines to follow when setting this activity:

Step 1: Give clear instructions.

Step 2: Supply the learners with contextualized sources.

- ⇒ Use a variety of sources – at least 3. E.g. maps, diagrams, photographs, etc

Step 3: Set a variety of low, middle and higher order questions on the sources.

- ⇒ Questions should be based on the Learning Outcomes and Assessment Standards
- ⇒ We are not only assessing comprehension.
- ⇒ Learners should be able to
 - answer questions from written and visual sources
 - work with chronology and time (time line)
 - represent the past by means of a drawing, mind map, etc,
 - recognise that there can be two accounts of the same story
 - give reasons and explanations
 - identify similarities and differences
 - answer questions which are based on source interpretation and cause and effect

Step 4: Ask the learners to use the relevant sources to write a paragraph of about 8 to10 sentences on a question set by the educator.

Step 5: Minimum mark allocation: 35 marks for source work and 15 marks for the extended writing.

Resources: Refer to information in Step 3

Integration: Geography, Languages, Life Orientation

TERM 2

WEEK 11 & 12

Key Question: How did the concept and development of Human Rights take place post WW II?

Methodology

Step 1: Introduce the **Key Question** by explaining the main concepts relating to the key questions i.e.: What is a human right, human rights relating to personal integrity, civil liberties, social and economic rights

Step 2: Identify sources relevant to the concepts. Types of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks
- Oral(taped interviews)
- Resource Book – The Holocaust (available from the Cape Town Holocaust Centre)
- Teacher’s Guide to the Holocaust <http://fcit.coedu.usf.edu/Holocaust/default.htm>
- Cape Town Holocaust Centre www.museums.org.za/ctholocaust
- The South African Constitution[The Bill of Rights]

Step 4:

- ⇒ Learners view a DVD showing gross abuse of human rights in various countries, e.g. The Civil Rights movement in America, The role of Martin Luther King Junior (available from Edumedia, Edulis and Holocaust Centre)
- ⇒ Learners are also exposed to different sources e.g. textbooks, placards, documents, The Bill of Rights.
- ⇒ They are now ask to identify the human rights abuses in the sources

Step 5: Address the issue of bias and reliability of the sources used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person’s bias

Step 6: Allow learners to express themselves and also empathize: role-play can be a useful activity

The groundwork for the creative writing/research project could now be laid.

Step 7: Work with the sources and allow the learners to, individually and or in groups, find answers to the questions

Step 8: Learners should be encouraged to develop and express an independent line of argument based on the sources

Step 9: Based on the sources, let learners compare the policy of segregation in the USA with the policy of Apartheid in South Africa. Also, guide them to identify similarities and differences. [Opportunity for activity-learners tabulate the similarities and differences]

Step 10: In groups allow learners to recognize and discuss human rights abuses evident in both countries and allow them to report to the class.

Resources: Interviews, documents, photographs

Integration: Home Language, Life Orientation

WEEK 13

Key Question: What was Apartheid and how did it affect people's lives?

Methodology

Step 1: Introduce the key question by explaining the main concepts: Apartheid, segregation, discrimination, stereotypes, ethnicity, democracy, various Apartheid Laws

Step 2: Explain the key elements of apartheid- using a variety of sources

Step 3: Identify sources relevant to the concepts. Types of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks
- Oral(taped interviews)
- Resource Book – The Holocaust (available from the Cape Town Holocaust Centre)
- Teacher's Guide to the Holocaust <http://fcit.coedu.usf.edu/Holocaust/default.htm>
- Cape Town Holocaust Centre www.museums.org.za/ctholocaust

Step 4:

- ⇒ Place learners into groups and give them a set of sources to peruse.
- ⇒ Rotate learners to expose them to a variety of other sources and compile a list of questions pertaining to the key question.
- ⇒ Encourage learners to discuss their questions collectively before they write it down. Ask them to focus on open-ended questions.
- ⇒ Remember to discourage learners from asking questions that simply require a 'yes or no' answer; open-ended questioning should be encouraged.
 - Examples of questions that could be set: How did the apartheid laws affect the social life of people?

Step 6::Address the issue of bias and reliability of the sources used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person's bias

Resources: Refer to information in Step 3

Integration: Geography, Languages, Life Orientation

WEEK: 14

Key Question: What forms of resistance took place in the 1950's and how did the government react?

Methodology

Step 1: Introduce the key question by explaining the main concepts: Defiance Campaign Banning orders, Curfew, Communism, State of Emergency, Freedom Charter, Treason Trial, Boycotts and Marches:

Step 2: Identify sources relevant to the concepts. Types of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks
- Oral(taped interviews)
- Resource Book – The Holocaust (available from the Cape Town Holocaust Centre)
- Teacher's Guide to the Holocaust <http://fcit.coedu.usf.edu/Holocaust/default.htm>
- Cape Town Holocaust Centre www.museums.org.za/ctholocaust

Step 3

⇒ Place learners into groups and give them a set of sources dealing with the resistance movements and action plans in the 1950's.

⇒ Rotate learners to expose them to a variety of sources. Compile a list of questions pertaining to the key question e.g.

Who were the leading activists during this period?

What was the nature of the protest?

How did the government react?

⇒ Encourage learners to discuss their questions collectively before they write it down. Ask them to focus on open-ended questions.

⇒ Remember to discourage learners from asking questions that simply require a 'yes or no' answer; open-ended questioning should be encouraged e.g. Why did the Woman's march take place in 1955?

Step 4: Address the issue of bias and reliability of the sources used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person's bias

Step 6: Learners could now do a structured activity based on the sources e.g. Questions based on sources; placards, poems, short play, debates etc. (could be formally assessed).

An **ASSESSMENT COULD NOW BE DONE:** Examples could be placards portraying the issues of protest of that time, a short informal play in which these issues are highlighted; Source based written activity-encouraging essay writing skills. [INFORMAL ASSESSMENT]

Resources: SEE ABOVE- INFORMATION IN STEP 2

Integration: Geography, Languages, Life Orientation

WEEK 15

Key Question: Why was the armed struggle adopted and how did the state respond during the 1960's?

Methodology

Step 1: Introduce the key question by explaining the main concepts: Armed struggle, repression, MK 7 Poqo, Underground, Exile, Banning orders, Sabotage, Death penalty, The Rivonia Trial.

Step 2: Identify sources relevant to the concepts. Examples of sources of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks
- Oral(taped interviews)
- Resource Book – The Holocaust (available from the Cape Town Holocaust Centre)
- Teacher's Guide to the Holocaust <http://fcit.coedu.usf.edu/Holocaust/default.htm>
- Cape Town Holocaust Centre www.museums.org.za/ctholocaust

Step 3:

- ⇒ Learners view a DVD showing aspects of the repressive policy of the nationalist government to deal with the protests of the disfranchised people(available from Edu-media, Edulis and Holocaust Centre)
- ⇒ Refer learners to their textbooks and placards and a tape-recording of Nelson Mandela's speech at the Rivonia Trial.
- ⇒ Rotate learners to expose them to a variety of other sources. Compile a list of questions pertaining to the key question.
- ⇒ Remember to discourage learners from asking questions that simply require a 'yes or no' answer; open-ended questioning should be encouraged.

Step 6: Address the issue of bias and reliability of the sources that were used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person's bias

Step 8: Learners could now do a structured activity based on the sources e.g. Questions based on sources; placards, poems, short play, debates etc. (could be formally assessed).

CHECK ON THE PROGRESS OF PROJECT, WHICH IS THE FORMAL ASSESSMENT TASK FOR TERM 3

***Requirements to meet for PROJECT and CREATIVE RESPONSE**

FORMAL ASSESSMENT TASK 2: Project (Research Assignment/ Creative Response)

If the Geography Project was a creative response then this project for History must be a research assignment and visa-versa.

This Assessment Task should be handed out during the second term and be completed at the beginning of the 3rd term

The project should assess whether the learner is able to use enquiry skills to investigate past and present and whether they are able to select, with reasons, key information to represent the past. If the learners complete a creative response project, ensure that it is a learning experience, not just a creative task. Give the learners guidelines – the project should show a timeline creatively and should include descriptors.

Research Task:

Step 1: Give clear instructions.

Step 2: When completing a research task, learners are expected to follow the enquiry process.

- ⇒ We work with sources (evidence) (LO 1)
- ⇒ Ask a key question
- ⇒ Identify information
- ⇒ Answer questions
- ⇒ Communicate the answer

Step 3: The educator must provide a framework for the research project. Stipulate, what LOs and ASs will be covered, and what skills, knowledge and values will be assessed.

Step 4: Discuss the project with the learners. Discuss the format of the research – cover page, index in addition, bibliography, etc. Issue and discuss a criterion referenced assessment tool (rubric). Give the context of the pictures when used and do not merely use as decorations.

Step 5: Ensure that the task is criteria and age appropriate.

Step 6: Monitor the progress of the learners by setting deadlines for different stages of the research task.

Creative Response Task:

Step 1: Give clear instructions.

Step 2: These include creating models, posters/ collages and role-play.

Step 3: The creative response can be incorporated with another form of assessment. E.g., Source based and research.

Step 4: Poster making entails organizing information in a logical way on a specific topic.

Step 5: Discuss the project with the learners. Discuss what the poster/ model/ artwork/ collage entails and issue and discuss a criterion referenced assessment tool (rubric) with the learners.

Step 6: Ensure that the task is criteria and age appropriate.

Resources: Assessment Guidelines for Social Sciences.

Resources: Refer to information in Step 3

WEEK 16

Divide and Rule: The role of the Homelands

Key Question 1: Why did the South African government establish the homelands?

Methodology

Step 1: Introduce the key questions by explaining the main concepts: Segregation, Self-government, homelands, Bantustan, Divide and Rule

Step 2: Identify sources relevant to the concepts. Types of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks

Step 3:

- ⇒ Put learners into groups and give them a set of sources to peruse.
- ⇒ Learners analyze and categorise the sources. Compile a list of questions pertaining to the key question.
- ⇒ Learners are encouraged to speak to members of the community who were actively involved in the activities of movements like the UDF, which opposed the segregationist policies of the government. They could communicate this by way of a dialogue or an recorded interview
- ⇒ Encourage learners to discuss their questions that might arise collectively before they write it down. Ask them to focus on open-ended questions.
- ⇒ Discourage learners from asking questions that simply require a 'yes or no' answer; open-ended questioning should be encouraged.

Step 4: Address the issue of bias and reliability of the sources used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person's bias

Step 5: Examine the effects of the homelands policy: Arrange a debate on the issue of segregation and self-government.

Resources: Refer to information in Step 3

Integration: Geography, Languages, Life Orientation

WEEK 17

Context: Repression and the growth of Mass Democratic Movements in the 1970's and 1980's: External and Internal Pressure

Key Question: How did the mass resistance challenge the repression of the apartheid government?

Methodology

Step 1: Introduce the key questions by explaining the main concepts: Black consciousness, military conscription, sanctions, sports boycotts, the Soweto Uprising, The United Democratic Front, COSATU, Tri-cameral Parliament

Step 2: Identify sources relevant to the concepts. Types of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks
- Oral(taped interviews)
- Visits to commemoration sites

Step 4:

Learners view a DVD on the life of Biko, the Soweto Uprising etc

- ⇒ Put them into groups and give them additional sources to peruse.
- ⇒ Rotate learners to expose them to a variety of other sources. Compile a list of questions pertaining to the key question.
- ⇒ Identify the type of external pressure placed on the government
- ⇒ Analyse the role of mass democratic movements
- ⇒ Learners are encouraged to speak to members of the community who were actively involved in the activities of movements like the UDF. They could communicate this by way of a dialogue or an recorded interview
- ⇒ Encourage learners to ask probing questions and not that simply require a 'yes or no' answer; open-ended questioning should be encouraged.

Step 6: Address the issue of bias and reliability of the sources that were used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person's bias

Step 7: Learners are encouraged to debate the Soweto Uprising, and compare it to the present education system. Ask them to examine the link between Black Consciousness and the Soweto Uprising. The following questions could be useful in this regard:

Step8: Create a presentation to increase awareness of a particular social issue. This activity could be done as a group assessment.

Resources: Refer to information in Step 3

Integration: Geography, Languages, Life Orientation

WEEK 18

Context: **Building a new identity in South Africa in the 1990's: Pre-1994 negotiations, the first democratic elections and South Africa's Constitution.**

Key Question: How did South Africa emerge as a democratic country in the 1990's

Methodology

Step 1: Introduce new concepts: Democracy, CODESA, Negotiation process, Nationhood, Constitution, National symbols

Step 2: Identify sources relevant to the concepts. Examples of sources of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks
- Oral(taped interviews)
- Internet

Step 3: Use a variety of sources to examine how a new South African identity was created; explore questions of identity; investigate how identity is formed

Step 4: Use the Constitution to ask learners higher level questions, i.e. How does the Constitution reflect a new South African identity?

Step 5: Do a comparative study of the certain aspects of the Bill of Rights and certain practices in our society

Step 6: This can be represented as an extended writing piece

Resources: Refer to Step 2

Integration: Languages, Life Orientation

WEEK 19 & 20

FORMAL ASSESSMENT TASK 2: EXAMINATION

Methodology

Step 1: All 3 LOs, with the appropriate ASs, must be assessed.

Step 2: The examination must consist of:

- ⇒ At least three sources must be included in the test. (E.g. census data, documents, letters, newspapers, magazines, diaries, reports, pamphlets, books, advertisements, photographs, cartoons, maps and plans, aerial photographs, paintings and drawings.)
- ⇒ Sources Knowledge questions on topics covered in the second term.
- ⇒ Contextualize sources and include a key question.
- ⇒ An extended writing piece consisting of three paragraphs based on the sources provided.
- ⇒ Minimum mark allocation: 35 marks for the source work and 15 marks for the extended writing.

Step 3: Remember that examinations should focus on measuring the level of achievement relative to the particular Learning Outcomes or Assessment Standards covered during the term.

Step 4: Examinations should include a range of questions to assess skills and levels of cognitive understanding. (E.g. Bloom's Taxonomy)

Step 5: Use short answer questions for a maximum of 40% of the test. E.g. name, list, identify, classify, etc.

Step 6: Include questions where an alternative response is required. E.g., give a reason for your answer.

Step 7: Testing concepts should be based on sources used.

Step 8: Use sources to ask longer responses that test cognitive skills e.g. appraise, analyse, classify, compare, contrast, etc.

Step 9: The extended writing must be based on all sources. Learners must write in their own words.

Resources: Assessment Guidelines for Social Sciences (Intermediate and Senior Phase)

TERM 3

WEEK 21 & 22

THE NUCLEAR AGE AND THE COLD WAR

Context: Hiroshima and Nagasaki: The changing face of war

Key Question: What was the Nuclear War and how did it begin?

Methodology

Step 1: Introduce the key question by explaining the main concepts: Policy of isolation, Nuclear War, Atom bomb, Radiation, Surrender

Step 2: Identify sources relevant to the concepts. Examples of sources of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks
- Oral(taped interviews)
- Internet

Step 3:

- ⇒ Learners view a DVD the Japanese attack on Pearl Harbour ; the dropping of the atom bomb and the devastating effects on Japan
- ⇒ Learners are also referred to their textbooks and relevant newspaper clippings
 - Divide the class into small groups of possibly four or five
 - Make sure that all the learners have an opportunity to engage with the sources
 - They then write down questions on the information in the sources
 - After investigating the sources learners now have to focus on answering the following question: Do you think that the dropping of the atom bomb was justified?
 - All questions and answers of all learners are shared
 - They then decide on a set of questions that most accurately address the question
 - This process should take them to a common answer which is the communicated by a chosen representative
- ⇒ Discourage learners from asking questions that simply require a 'yes or no' answer; open-ended questioning should be encouraged.

Step 4: Analyse different interpretations on Nuclear weapons and its effect on the relationships amongst countries.

Step 5: Construct answers from the sources that learners had perused

Step 6: In groups instruct learners to discuss the issues flowing from the answers e.g. Did the scientist foresee the effects of the bomb? Was it necessary to use the bomb? How did the bomb change warfare?

Step 7: Address the issue of bias and reliability of the used, by asking the following questions:

Step 8: A written activity in the form of an essay is given to learners, based on the outcome of their group discussions

Resources: Refer to step 2

Integration: Languages, Geography, life Orientation, Technology

WEEK 23 & 24

THE NUCLEAR AGE AND THE COLD WAR

CONTEXT: Ideologies: Capitalism and Communism

Key Question: Why did the difference in ideologies lead to the cold war?

Methodology

Step 1: Introduce the key question by explaining the main concepts: Ideologies, Cold War Capitalism, Communism, Distribution of wealth

Step 2: Identify sources relevant to the concepts. Examples of sources of sources:

- Visual(pictures, posters etc)
- Film/DVD
- Documents.(written)
- Textbooks
- Internet

Step 3:

- ⇒ Learners are also referred to their textbooks and relevant newspaper clippings
- ⇒ Discourage learners from asking questions that simply require a 'yes or no' answer; open-ended questioning should be encouraged.
- ⇒ Remember; Open-ended questions start with words such as:
 - Where
 - What
 - Why
 - When
 - How

Step 4: Address the issue of bias and reliability of the sources used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- Does the sources present a balanced view of the two ideologies
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person's bias

Step 5: Having analysed the sources, arrange a debate with two groups each representing an ideology.

Ground rules for a constructive debate should be clear to the learners:

- Reasoning should be logical
- Statements should be clear and fully motivated
- There are two sides to a debatable topic; respect the opposing viewpoints
- Do not get angry or insulting
- Honour the allocated times

Step 6: As a form of a follow-up activity, learners in their groups tabulate the characteristics of capitalism and communism, emphasizing the differences

Resources: Refer to Step 2

Integration: Languages, Economic and Management Science

WEEK 25 & 26

The Nuclear age and the Cold War

Context: United States and the Soviet Union as superpowers: the arms race, conflict over territory. The collapse of communism and Apartheid

Key Question: How did the ideological battle between the USA and the Soviet Union lead to conflicts in many areas?

Methodology

Step 1: Introduce the key questions by explaining the main concepts i.e. military alliance, arms race, space race, Glasnost and Perestroika, Fall of the Berlin Wall, Collapse of Communism- links to Apartheid

Step 2: Identify sources relevant to the concepts. Examples of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Textbooks
- Oral(taped interviews)
- Internet

Step 3:

- ⇒ Learners are given a set of sources to peruse.
- ⇒ Learners rotate so as to identify the aspects that relate to the key question
- ⇒ Learners are encouraged to examine the causes which led to the collapse of communism
- ⇒ Analyse the effects of the collapse of communism
- ⇒ Encourage learners to discuss their questions collectively before they write it down. Ask them to focus on open-ended questions.
- ⇒ Examine links between the collapse of communism and the collapse of apartheid

Step 4: Remind learners to take in consideration the issue of bias and reliability of the sources, especially with regard to the cold war.

Step 5: The reporting on the information can take various forms e.g. a billboard.

- Use flip chart paper/ newsprint and stick them against the wall(the number would depend on the number of sources)
- Stick the sources[e.g. photos, newspaper clippings] on the newsprint
- Divide the learners into three groups
- Allow the learners to study the sources and write down their questions and responses on a separate sheet of newsprint
- Allow each group to study each other's response and comment on it

- Bring the whole class together and possibly have a short debate on the responses of each group

Resources: Refer to information in Step 2

Integration: Geography, Languages, Life Orientation

WEEK 27 & 28

Issues of our time

Context: Dealing with crimes against humanity: Apartheid and the Truth and Reconciliation Commission compared with the Holocaust and the Nuremberg Trials.

Key Question: How were crimes against humanity dealt with post WW II, with special reference to Germany and South Africa?

Methodology

Step 1: Introduce the key question by explaining the main concepts: Allies, Nuremberg Trials, Truth and Reconciliation Commission, humanity

Step 2: Identify sources relevant to the concepts. Examples of sources of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Auditory(DVD, films)
- Textbooks
- Oral(taped interviews)
- Resource Book – The Holocaust (available from the Cape Town Holocaust Centre)
- Teacher's Guide to the Holocaust <http://fcit.coedu.usf.edu/Holocaust/default.htm>
- Cape Town Holocaust Centre www.museums.org.za/ctholocaust

Step 3:

- ⇒ Learners view extracts of a DVD on the Nuremberg Trials and the Truth and Reconciliation Commission
- ⇒ Learners are also referred to their textbooks and relevant newspaper clippings
 - Divide the class into small groups of possibly four or five
 - Make sure that all the learners have an opportunity to engage with the sources
 - They then write down questions on the information in the sources
 - All questions and answers of all learners are shared
 - They then decide on a set of questions that most accurately address the key question
- ⇒ Find similarities and differences in these attempts for reconciliation

Step 4: Address the issue of bias and reliability of the sources used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person's bias

Step 5: Explain how events and places could play a vital role in the process of reconciliation. A visit to the Holocaust Centre can be very effect in this regard.

Resources:

Integration: Languages, Geography, life Orientation

WEEK 29 & 30

Methodology

Reflect on guidelines given in week 15.

LEARNERS SUBMIT FORMAL ASSESSMENT TASK 5: PROJECT (RESEARCH ASSIGNMENT/CREATIVE RESPONSE)

TERM 4

WEEK 31 & 32

Issues of our time

Context: Xenophobia and Genocide [e.g. Rwanda and the Balkans]

Key Question: Why are Xenophobia and Genocide still serious issues of our time?

Methodology

Step 1: Introduce the key questions by explaining the main concepts i.e. Xenophobia, Genocide, ethnic group, Ethnic cleansing.

Step 2: Identify sources relevant to the concepts. Examples of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Textbooks
- Oral(taped interviews)
- Victim accounts

Step 3:

- ⇒ Learners view a DVD on the events that led up to the genocide that occurred in the Balkan states as well as Rwanda. They would also see how it was orchestrated.
- ⇒ Various other sources should be available to learners [e.g. books, journals, and magazines, newspaper clippings].
- ⇒ Learners rotate the sources. Compile a list of questions pertaining to the key question.
- ⇒ Learners are encouraged to access victim accounts as a secondary source[the internet could be a valuable tool]
- ⇒ Encourage learners to discuss their questions collectively before they write it down. Ask them to focus on open-ended questions.
- ⇒ Remember to discourage learners from asking questions that simply require a 'yes or no' answer; open-ended questioning should be encouraged.

Step 4: Examine the causes of the genocide in Rwanda [found in the sources]

Step 5: Describe the effects of the genocide

Step 6: Investigate issues relating to justice and reconciliation

Step 7: Address the issue of bias and reliability of the sources used, by asking the following questions:

- Does the source contain facts or opinions?
- Is the source biased in any way?
- How reliable are the source for the intended purpose?
- Who has written or created the source?
- The language-the use of certain words reveals a person's bias

Step 8: Divide learners into groups and embark on an oral history project in the community wherein they reside.

Resources: Refer to information in Step 3

Integration: Geography, Languages, Life Orientation

WEEK 33 & 34

Issues of our time

Context: **The effects of Globalization on the development of Africa: a new vision for Africa: Africa's economic recovery**

Key Question: **How does globalization affect Africa and what is the new vision for Africa?**

Methodology

Step 1: Introduce the key questions by explaining the main concepts i.e. Globalization, International relationships, Diplomatic normalization. Regional relationships in Africa, Millennium Africa Program, [MAP], NEPAD.

Step 2: Identify sources relevant to the concepts. Examples of sources:

- Visual(pictures, posters etc)
- Documents.(written)
- Textbooks
- Oral(taped interviews)
- Victim accounts

Step 3:

Various sources should be available to learners [e.g. books, journals, and magazines, newspaper clippings].

- ⇒ Newspaper articles and the internet are useful resources in this regard
- ⇒ Learners are encouraged to access the internet as an additional source of information
- ⇒ Encourage learners to discuss their questions collectively, so that they gain a better understanding of the present challenges facing Africa.

Step 4: Examine the evidence of Globalization in Africa

Step 5: Investigate opposition to Globalization in Africa

Step 6: Do an assessment of the effects of globalization on African States [take a sample of three African countries]

Step 7: Address the issue of bias and reliability of the sources.

Step 6: Individual work: Learners can now be asked to write a short essay: e.g. considering all the sources studied, write a short essay of no more than two paragraphs on the following: 'Describe South Africa's strategic plan for Africa in building peace for the continent'. Take note of the following when giving this activity:

EXTENDED WRITING

Explain what is required when writing an extended writing piece.

There are three main approaches:

- Narrative: telling the story in chronological order. This method expresses change through time.
- Analytical: emphasizing the relation between events. The focus is on similarity and difference, causes and consequences and motives.
- Descriptive: describing the past without the dimension of change

Plan the extended writing as follows:

- Analyse the topic/question/issue.
- Read the assignment.
- Underline key words.
- Create a mind map to help you understand the information in the source.
- Determine the requirements.
- Decide on your approach to/ point of view on the topic.
- Select evidence from the source to support your point of view.

- Use your analysis
- Start with an introduction.
- Keep the introduction short.
- Do not include background information.

- The body of the assignment:
 - Contains the factual evidence.
 - Supports your line of argument or explanation.
 - Includes only relevant facts.

- End with a conclusion.
 - Draw the argument or discussion to a close.
 - Indicate how the evidence supports the argument or viewpoint.
 - Keep it short.

Write the extended writing as follows:

- Divide the text into paragraphs in order to structure thoughts.
- Each paragraph must represent a main idea.
- All other sentences must relate to the main idea.
- Sentences must follow a logical order.
- The paragraph should form a coherent unit.

Resources: Refer to information in Step 2

Integration: Geography, Languages, Life Orientation

WEEK 35 & 36

Revision of skills and selected content

WEEK 37 – 40

FORMAL ASSESSMENT

TASK 6: Formal Examination

Step 1: Give clear instructions.

Step 2: The test must consist of:

- ⇒ Written activity consisting of source-based questions as well as an extended piece
- ⇒ Time allocated should be 2 hours[one hour history and one hour geography]
- ⇒ Mark allocation 100 marks[50 marks for history and 50 marks for geography]

Step 3: Remember that tests should focus on measuring the level of achievement relative to the particular Learning Outcomes or Assessment Standards covered during the term.

Step 4: Tests should have a range of questions that assess skills and levels of cognitive understanding, and not be based on simple recall memory.

Resources: Assessment Guidelines for Social Sciences