

PST103E Social Sciences in Intermediate and Senior Phase

Assignment 2 (Unique assignment number: 758316)

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## GEOGRAPHY LESSON PLAN

### Case Study

I, Ms Worsfold, want to assist my learners in developing a better understanding of their local environment and teach them the basics of drawing and reading maps. The class contains 30 pupils. They will be divided into 5 groups of 6. In order to do this, I will be assisting the groups in creating a treasure hunt for another group so that they will be able to create maps using symbols and good proportion.

### Lesson Plan

<b>CAPS Phase:</b> Intermediate	<b>Subject:</b>	
<b>Grade:</b> 4	Social Sciences - Geography	
<b>Topic:</b> Map Skills	<b>Lesson Theme:</b> Mapping the Local Environment	
<p><b>Lesson aims:</b>  <i>By the end of this lesson learners should be able to:</i></p> <ul style="list-style-type: none"> <li>- Identify basic map symbols</li> <li>- Draw basic maps of their local environment</li> <li>- Plan a route on a basic map</li> <li>- Be able to work cohesively in groups</li> <li>- Follow a mapped route to a final destination</li> </ul>		
<p><b>Content:</b> The students will be required to create proportioned maps using the correct symbols to guide another group around the school. The treasure hunt should consist of at least 3 pit stops and the final “buried treasure”. They will therefore be required to create a minimum of 4 maps that include a route to be followed. Another group will then follow the given routes in order to try and uncover the buried treasure. The groups will be assessed on various aspects of their treasure hunt (see rubric below).</p>		
<p><b>Context:</b> The treasure hunt will be based at the school. The school campus consists of 3 fields, 3 school buildings, an office block, and a clubhouse. The students will be allowed to use the entire campus for their maps with the exception of classrooms.</p>		
<b>Teacher activities</b>	<b>Learner activities</b>	<b>Timing</b>
1. The students will be split into 5 groups of 6. These groups will be randomly drawn out of a hat.	1. Learners will split into their given groups.	1. 2 mins
2. I will place the chart of symbol onto the whiteboard as well as the photos of the school. I will explain the task at hand to the students: “You will be required to	2. Students should give their full attention while the educator is speaking and pay attention to the main symbols that they might be required to use. Once the	2. 8 mins

<p>create a series of maps that you will place strategically around the school grounds in the form of a treasure map. Each map should lead to the next and you should have a minimum of 4 maps leading to the final “treasure”. The maps will use the correct map work symbols as seen on the chart and should also contain a highlighted route that the “treasure hunters” will need to follow. Once this task has been completed, your starter maps will be distributed to different groups at random and the treasure hunt will begin.”</p>	<p>task has been explained, they will be allowed to ask any questions with regard to the task at hand.</p>	
<p>3. Observe students as they are allowed a quick walk around the school grounds in order to take notes of where everything is.</p>	<p>3. Students will walk around the school grounds and take notes on all that they can see.</p>	<p>3. 10 mins</p>
<p>4. Observe learners and assist where needed as they start to create their maps.</p>	<p>4. Learners must create their maps in the given time. The maps should be simple to draw and read. They must be neat (sharp pencils and rulers to be used). Each map must contain symbols that clearly indicate what everything is. If they create new symbols, a chart of symbols must be supplied along with their maps.</p>	<p>4. 15 mins</p>
<p>5. The teacher will take in the starter maps from each group and reallocate them at random to different groups.</p>	<p>5. Four students from each group will make a quick trip around the school and place their remaining maps at the designated pit stops and hide/bury their treasure. The remaining</p>	<p>5. 5 mins</p>

<p>6. The teacher will observe the groups throughout the treasure hunt to track their progress and ensure that they are following their maps correctly. Notes will be taken on each group throughout the activity.</p> <p>7. The educator will take in all maps and the sheet where the times and places have been recorded for marking.</p>	<p>two group members will receive their starter maps and wait for their other group members at the starting point of the hunt (lined up outside of the classroom)</p> <p>6. The students will race around the school grounds following their given routes and clues to try and find their pit stops in the correct order and finally their buried treasure. Once they have found their treasure, they will go back to the classroom and record their time and place (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup>).</p> <p>7. The students will enjoy their treasure (small presents purchased by the teacher) and hand in all work.</p>	<p>6. 15 mins</p> <p>7. 5 mins</p> <p><b>TOTAL TIME: 1 Hour</b></p>
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**Assessment Task (based on Assessment Guidelines):**

**Rubric for “Treasure Hunt”:** Group: \_\_\_\_\_ **Date:** \_\_\_\_\_

Quality of map	1 Very untidy (unreadable)	2 Almost unreadable – needs work	3 Readable but not neat enough	4 Neat and readable	5 Extremely neat – near perfect
Chart of symbols	1 Not at all used	2 Mostly incorrect symbols used	3 Some symbols used (a few mistakes)	4 Good use of symbols	5 Excellent use of symbols
Map reading ability	1 5 <sup>th</sup> place in hunt	2 4 <sup>th</sup> place in hunt	3 3 <sup>rd</sup> place in hunt	4 2 <sup>nd</sup> place in hunt	5 1 <sup>st</sup> place in hunt
Group-work skills	1 Not working together	2 Needs to be improved	3 Satisfactory	4 Good	5 Excellent
<b>TOTAL MARK GIVEN</b>		_____ out of 20 = _____ %			

**Homework:**

For their homework, the students will be expected to draw a map containing a

route from their home to school. They must include any major landmarks, important buildings, roads, traffic lights, roundabouts, etc. the map must be drawn on an A3 size piece of paper and must be in full colour. These maps will be assessed out of 5 and the marks will be combined with their classroom map work. They will receive 2 weeks to complete their maps.

**Resources:**

- |  |  |
|--|--|
| - Whiteboard   | - Workbooks  |
| - Colour board markers                               | - Pencils  |
| - Wall maps (for reference)                          | - Colour pens/pencils  |
| - Chart of symbols (see <i>Geography resources</i> ) | - Rulers   |
| - Paper for map drawing                              | - Photos of the school and grounds (see <i>Geography resources</i> ) |
| - "Treasure" box                                     | - "Treasures"  |
|  | - Record sheet for times/placement                                   |

**Teacher Reflection:**

I believe that I have been successful in educating the class about drawing and reading basic maps. They know how to use symbols to create maps of their local surroundings. They can draw an easy to follow route, as well as follow a route given to them on a map. They also understand how to work well in groups in order to do work quickly and more efficiently at a high standard.

GEOGRAPHY RESOURCES



Photos of school grounds

Chart of map symbols

Road: National freeway		Trigonometrically beacon (the beacon number shows height)	
Road: National route		Urban built-up area	
Road: Arterial route		Building (of significance or isolated)	
Road: Main road		Bridge	
Road: Secondary road		Cultivated land	
Railway (showing a station)		Row of trees (where of significance)	
River: Perennial (has water all year)		Wind pump	
River: Non-perennial		Communication tower	
Dam		Eroded area	
Pan: Perennial		Boundary: International	
Pan: Non-perennial		Boundary: Provincial	
Pan: Dry		Boundary: Cadastral farm (original farm)	
Canal		Boundary: Game reserve	
Powerline (major lines only)		Boundary: State forest	
Spot height (elevation at a point)		Contour	
Churches		Tree: Deciduous	
Tree: Palm		Tree: Evergreen	

## HISTORY LESSON PLAN

### Case Study

I, Ms Worsfold, want to assist my learners in developing a better understanding of their own history. The students will learn about key events and milestones as well as why timelines are important and using your history to plan your future.

### Lesson Plan

<b>CAPS Phase:</b> Intermediate	<b>Subject:</b> Social Sciences - History	
<b>Grade:</b> 4		
<b>Topic:</b> Local History	<b>Lesson Theme:</b> The history of my life	
<p><b>Lesson aims:</b>  <i>By the end of this lesson learners should be able to:</i></p> <ul style="list-style-type: none"> <li>- Understand the term “chronological”</li> <li>- Understand themselves and the concept of time and growth</li> <li>- Draw and read a basic timeline</li> <li>- Set themselves future goals</li> </ul>		
<p><b>Content:</b> The students will be required to create timelines of their own lives. The parents have been instructed to send in photos of the learners as they have aged or had milestones in their lives prior to this lesson. We will also focus on understanding chronological time.</p>		
<p><b>Context:</b> This lesson will take place in the classroom so that the students have access to all necessary resources.</p>		
Teacher activities	Learner activities	Timing
<p>1. I will place a template of a timeline on the board. I will use magazine pictures of a fictional person’s life (baby photos, schoolchildren, wedding photos, families, grandchildren etc.) and get the children as a class to assist in creating a timeline for this person. I will explain to them what chronological order is and use dates on my timeline. I will also explain to the children what type of events are placed on timelines (e.g. births, deaths, milestones, big achievements)</p>	<p>1. The learners should give their full attention and ask any questions about things that they do not understand, they should also participate in the task so that they can fully understand what has been explained to them.</p>	<p>1. 10 mins</p>



<p>2. I will then hand out a long strip of paper to each student (they will work individually on this task). I will explain to the students:          “You must use half of your paper strip to create a timeline of your life so far. The timeline must start on the day you were born and continue up until where you are now. Dates must be included on the timeline and you are to use the photos provided by your parents. Your timeline must follow a clear chronological order. You must include important dates, milestones, births of important people that you know, meeting your best friend, your first day of school, and anything else that is important in your life. The timeline must also be in full colour and you must decorate it symbolically such as <i>the growth of a flower, a rollercoaster ride, a winding road, etc.</i>”          I will observe the class and assist where needed as they complete this activity.</p>	<p>2. The students will use the allocated time to complete their first half of their timelines. They will follow all instructions given to them and ask for assistance if they are unsure of anything.</p>	<p>2. 20 mins</p>
<p>3. I will then tell the students:          “You are now going to complete your timeline by using the second half of your paper to create a black-and-white timeline of what you hope will happen in the next 10 years.” The students may include things like starting high school, sports awards, matric dances, finishing school, starting work, going to university, travels, moving</p>	<p>3. The students will create the rest of their timeline in back-and –white. They will include at least 5 goals that they hope they will achieve or things they will experience.</p>	<p>3. 10 mins</p>

<p>away, getting married etc. I will observe the class and assist where needed while they finish their timelines.</p> <p>4. I will then ask each learner to present their timeline to the class and explain their life so far and their 10 year plan. I will also ask them to explain the meaning behind their chosen symbol of growth or life. I will assess these presentations. There will also be peer assessments for these presentations.</p>	<p>4. The learners will receive a rubric to assess a randomly chosen student as part of peer assessment. They will not be allowed to choose who they assess or who assesses them. They will each get a turn to do a brief class presentation on their timeline.</p>	<p>4. 20 mins</p> <p style="text-align: right;"><b>TOTAL TIME: 1 Hour</b></p>
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**Assessment Task (based on Assessment Guidelines):**

**Rubric for timeline and presentation: Name: \_\_\_\_\_**

Timeline	1 No information	2 Irrelevant information	3 Complete with little effort	4 Good points given	5 Excellent work
Neatness	1 Very untidy	2 Almost unreadable	3 Readable but messy	4 Neat and readable	5 Beautifully done
Presentation	1 Presentation not done	2 Irrelevant information given	3 Not enough info given	4 Few mistakes but well done	5 Well-spoken and interesting
<b>TOTAL MARK GIVEN</b>	_____ out of 15 = _____%				

**Peer assessment rubric for: \_\_\_\_\_ assessed by: \_\_\_\_\_**

Overall impression	1 Impossible to understand	2 Difficult to follow	3 Good but needs work	4 Good	5 Excellent
<b>TOTAL MARK GIVEN</b>	_____ out of 5 = _____%				
<b>TOTAL MARK _____ OUT OF 20 = _____%</b>					

**Homework:**

For their homework, the students will be given kinship charts to fill in and must do so with the help of family documents or family members. They do not yet need to decorate their family trees.

**Resources:**

- Whiteboard
- Colour board markers
- Long strips of paper
- Desks
- Chairs
- Timeline template (see *History Resources*)
- Pencils
- Colour pens/pencils
- Rulers
- Magazine pictures (see *History Resources*)
- Kinship charts (see *History Resources*)
- Photos from home

**Teacher Reflection:**

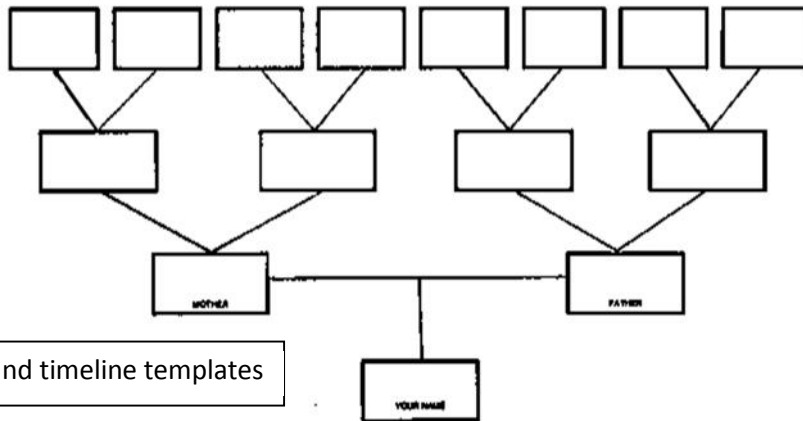
I believe that I have been successful in educating the class about chronological order, timelines and themselves. They have successfully set goals and acknowledged their past. This is very important when starting History as a subject. They are also now able to do peer-assessments. I hope that they will continue to use their learned skills as we continue learning about different parts of history and important dates.

## HISTORY RESOURCES

<b>Date</b>	1954-1957	1958-1961	1962-1965	1966-1969	1970-1973	1974-1977	1978-1981	1982-1985	1986-1989	1990-1993	1994-1997	1998-2001	2002-2005	2006-2009	2010-2013
<b>Event</b>															
<b>Year</b>	0-3	4-7	8-11	12-15	16-19	20-23	24-28	29-32	33-36	37-40	41-44	45-48	49-52	53-56	57-60

NAME:

FAMILY KINSHIP CHART



Kinship chart and timeline templates



Magazine pictures

## QUESTIONNAIRE

1. Discuss at least two ideas you got from the TESSA materials to complete your assignment.

I used the basic concepts discussed in certain TESSA modules as well as a few of the resources to complete my assignment.

2. Were the materials interesting? Yes/No? Explain.

I found the materials very diverse and interesting. I used them as a reference throughout my assignment and they gave me a variety of ideas.

3. Did you use the Case Studies in the same way as in materials or did you adapt them?

I adapted the Case Studies

4. If you answered Yes motivate how and why did you adapt them?

I used the general idea of one or two Case Studies but I created my own scenario that was relevant to my situation and my students.

5. Were you able to use the Activities as recommended? Yes/No

Yes, but I chose to create my own activities as well in order to push the children to work a bit harder.

6. How did you improvise the recommended materials?

I used outlined concepts and then changed them to make for a more exciting learning experience. I did more work that involved peers and group-work. I also used a variety of teaching methods to introduce the material to the class.

7. Explain how you used resources for the Activities.

I used resources supplied as templates, worksheets, and examples. I also supplied a few resources of my own in order to interest students with different learning abilities and skills sets.

8. Did you find the ideas in the TESSA materials useful in your lesson planning or did you use the study guide or both?

I used both.

9. If you used the PST103E study guide and TESSA materials motivate why you used them both?

I found that by using both I had a bigger source of information to reference.

10. Did you find the assessment strategies recommended in the materials useful? Explain.

I found the assessment strategies useful but I did not use them all as I wanted to create a few of my own assessment ideas too.

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