

UNIT 2 – ACTIVITY 1

Unit 2 discussion - possible answers. These are by no means perfect or model answers.

Try to give the best definition of the following concepts:

1. Social Sciences

It is the study of human society and social relationships as well as why people behave the way they do.

2. Geography

It is the study of people and how they interact with the physical environment.

Geography definition - a further note:

See study guide pg. 12 which quotes Wiegand (1993:1) as saying that geography emphasizes the relationship between the **earth** and its **inhabitants**, through the study of **place**, **space** and the **environment**.

3. History

It studies how different people react differently in different times to different environments.

The study guide (pg 13) quotes Jordaan *et al* [sa]:1 as saying that History is a record or description of the **past**, with the past being understood in terms of **time** and **space**.

UNIT 2 - ACTIVITY 4

1. **What are 5 important characteristics of school geography? See Hurry pages 2-3.**

School geography studies

- the **features** at a given place (e.g. region, town, river basin, ocean)
- the **spatial distribution** and position of these features
- the **relationships between elements** like relief and climate, climate and settlement
- the environment **holistically** (using a wide variety of sources)
- the **changes** in the features and relationships mentioned above

2. **What are 5 elements for History? see Mathews, pages 2-5**

- **the difference between facts, truth and interpretation** - as a teacher you should always be aware that facts are always interpreted and judged from the perspective of the historian and his background. There can therefore be many interpretations of historical "facts".
- **History as a science** - this is because historians have to use "organised, exacting, systematic and rigorous" methods to find out about the past
- **History and morality** - if society is to use History in order to prepare for a better future (e.g. not to make the mistakes of the past), then some form of moral judgement on the past is unavoidable, without being biased.
- **objectivity in History** - it is difficult to be objective in historical interpretation because two historians may each interpret the same event differently, or may select different facts to emphasize which will result in a different interpretation. However, as long as historians use critical analysis in their interpretation and do not turn it into propaganda, then the interpretation will contain some degree of objectivity.
- **Causation in History** - History is the study of cause and effect (by asking why people did what they did in the past). The historian establishes a hierarchy of causes to explain what happened in the past

UNIT 2 - ACTIVITY 5, STUDY GUIDE PAGE 16

What three broad categories do these sources acknowledge as contributing to a child's education?

1. [Knowledge](#)
2. [Skills](#)
3. [Attitudes](#)

CONTRIBUTION OF HISTORY FOR EDUCATION

Knowledge and understanding of cause and effect:

- develop awareness of change and continuity
- investigate development of history
- develop sense of chronology (time)
- develop understanding of causation by encouraging search for explanation
- develop understanding that History is a study based on the use of sources which leave room for opinion judgements and speculation
- development of History

Skills in:

- using sources
- analysis
- evaluation
- communication
- synthesis
- empathy

Attitudes and values that help to develop:

- respect for how the past contributes to the present and future
- objectivity
- ability to make moral judgements
- learners into worthy citizens
- responsibility for their actions
- firm principles and religious beliefs

UNIT 2 – ACTIVITY 7, 8, 9 & EVALUATION

Activity 7

1. Do you think it is wrong to overburden the Gr 5 child with memorisation of dates in History and geographical facts in Geography?

Give your reasons.

According to Mathews et al (1992), pages 23 - 24, it is difficult for young children to grasp the concept of time, therefore the memorisation of dates is inappropriate at that age. Learners at that age understand sequence better, therefore activities with timelines are recommended instead. According to the study guide (page 19), the grade 5 learner is just beginning to understand historical dates, so would have difficulty.

In Geography, the memorisation of facts are meaningless without showing the interrelation of cultural, economic and ecosystem factors.

2. Do you think it is wise to let learners as early as Gr 4 start building models of South African relief? Explain your answer.

According to the study guide (page 20), a grade 4 learner has a limited concept of space and would have difficulty interpreting a flat map or picture as a 3D model.

Activity 8

Do you think there is strong correlation (link) between Geography and History? Why do you say this?

Yes, there is for the following reasons:

- both link people to the environment
- both teach awareness of time / chronology
- both teach awareness of space
- both develop attitudes and values towards the environment

Activity 9

Which FOUR conditions identified by Mathews et al. illustrate how Geography influences the course of History? (pages 81 - 82)

1.1 Position

1.2 Physical terrain and wildlife

1.3 Natural resources

1.4 Mapwork

EVALUATION QUESTIONS

1. True or False:

- 1.1 History can be regarded purely as a Social Science. TRUE
- 1.2 History and Geography have always been practised from a content-based approach. FALSE
- 1.3 The teaching and learning of facts play an important role in senior primary education. TRUE

2. Why is it imperative that Geography and History teachers understand what their subject is about before they practise it? **Teachers need to have an in-depth understanding of the dynamics of the subjects History and Geography before they can practise them. For instance, they need to**

understand that History, while open to subjective interpretation, needs a scientific approach to ensure a credible understanding of how the past contributes to the present. A Geography example would be that Geographical factors such as relief and climate can influence the history of a people or region; or that geographical factors cannot be studied in isolation because they work in combination with each other. In other words, these subjects should be studied holistically. Teachers need to understand the nature and elements of Geography and History, what they involve and their contribution to education and life, not only their content. They will then “be able to make the subject alive and relevant for their pupils” See page 5 of Mathews et al (1992).

3. Why is holistic teaching considered important in the primary school?

Holistic teaching is important in primary school because it considers the child as a whole (his biophysical and socio-cultural make-up). In primary school this is important because learners must be taught in accordance with their developmental level, for example, you should teach from what is known to the unknown, from the simple to the complex, and from the whole before studying its parts (based on the principal that children learn by building on knowledge which they already have). They must also be taught according to their diverse backgrounds.

<http://www.opencolleges.edu.au/informed/trends/holistic-teaching-20-reasons-why-educators-should-consider-a-students-emotional-well-being/>

4. Name and discuss the fundamental principles that characterise good teaching. (10 principles found on page 12 of Hurry (1989).

- a) Totality - the pupil is a ‘whole’ person and is taught in light of his ‘total’ biophysical and socio-cultural environment
- b) Individuality - each student’s individual difference in background and abilities must be considered and catered for in the teaching situation
- c) Development - recognises that the pupils develop through various stages as they mature physically and mentally
- d) Motivation and interest recognises that the pupils need to be motivated if they are to learn
- e) Activity in which pupils are encouraged to learn by active involvement
- f) observation and perception – learning best by direct observation
- g) environmental teaching – seeing the subject come alive in his local environment
- h) moving from known to unknown
- i) moving from simple to complex

k) teaching holistically

5. Discuss why it is not educationally acceptable to teach from a content-based approach.

A content-based approach ignores many of the principles of good teaching since it focuses on the feeding learners with facts. It is thus not child-centred since it may ignore the child's individuality, developmental level, socio-cultural factors. A skills-based, or concept-based approach allows for a child to learn by direct observation and active involvement. A skills-based approach is flexible and promotes lifelong learning whereas the content-based approach is rigid. Teachers need to understand the nature and elements of Geography and History, what they involve and their contribution to education and life, not only their content.