

## PST103E: Teaching Social Science

### Multiple Choice

1. The term “social science” .....
- a.
2. The concept “environment” refers to the....
- a.
3. The term “history” refer to.....
- a.
4. What is meant by “Lifelong learning”.....?
- a.
5. Objectives are necessary in planning lesson activities because these objectives provide.
- a.
6. Learners support materials are normally not used by many teachers because
- a.
7. Which statement is true
- a.
8. When planning for fieldwork excursions it is important to note that you...
- a.
9. Fieldwork excursions involve...
- a.
10. In teaching Social Science a holistic approach that acknowledge the interactions between the biophysical, socio-cultural, political and economic dimensions of human life is important? Why
- a.
11. The following should be avoided when using a chalkboard.
- a.
12. Which statement is true?
- a.
13. Which statement is false regarding the preparation for project?
- a.
14. The advantage of incorporating your lesson`s activities with the media centre to stimulate learners to
- a.
15. The disadvantage of the question and answer method is the following:
- a.
16. Critical principle that should be kept in mind with the use of media in the classroom is the following:
- a.
17. The do`s of an overhead projector (OHP) are:
- a.
18. When planning a lesson the teacher must keep the following in mind
- a.
19. Continuous assessment
- a.
20. Clear objectives should be set in teaching activities because learners
- a.
21. Pictures, sketches, illustrations and photographs may be used to teach Geography because
- a.

22. "Field work" means...  
 a.
23. The advantage of field work is that....  
 a.
24. A well-structured worksheet should reflect the following taxonomies:  
 a.
25. Newspaper reports can be utilised in either geography or History lesson....

### Questions

1) Give one example of each of the media under the following headings?

Audio	Visual	Audio-visual
Tapes	Posters	Sides-tape programmes
Records	Slides	Films
Radio	Maps;	TV Cassette programmes
	Charts	Computers
	Pictures	
	Presentations	
	Samples	
	Models/ Exhibitions	

- 2) Give 3 reasons of using assessments in a Social Science lesson?
- o **Formative** -peer assessment ; self-assessment rubrics
  - o **Summative** - written exams ; tests or assignment
  - o **Continuous** – gathering a series of marks via learning experiences, portfolio of students work ; making up a student profile by collecting different marks ; class tests ; homework ; assignments

3) Briefly discuss two teaching advantages of group work in History and Geography

<b>Advantages of group work in History and Geography</b>
You can assess learners' abilities to work as a team and to complete the task competently. This method facilitates cooperation between learners.
Solving problems as a group, Get results on research, if there are many tasks to complete, each learner can take a task saving time and getting the results faster.
Group work make learners become more actively involved in the lesson

**Cooperative learning is a successful teaching strategy** in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible, not only for learning what is taught, but also for helping his or her teammates learn—thus creating an atmosphere of achievement.

- 4) Name five(5) capability skill of learners which are promoted by the study of History or Geography
- **Reading and research skill:** pupils must be able to observe carefully, identify and create mental images of phenomena being studied, as well as to research information from different sources.
  - **Social Skills:** pupils must be able to reflect on matters together, plan together and make an individual contribution to the group of which each other is a member.
  - **Descriptive skills:** pupils must be able to observe and record data and give an elementary interpretation of data or events and supply key concepts.
  - **Schematic skills:** pupils must be able to distinguish between main and side effects, and arrange facts systematically in a logical sequence.
  - **Skills in synthesis:** pupils must be able to select and gather evidence out of the diversity of information and summarise and organise it into meaningful coherent whole as well as synthesise (put together) the information in such a way as to gain a complete picture of the phenomenon observed.

2) Give a practical example from Geography and History of how each of the following skill could be acquired.

Draw a table like this to answer the question

	GEOGRAPHY	HISTORY
Descriptive skill	Learners must be able to record map work, drawing of charts and diagrams, notation system and writing style	Learners must be able to record the relevant names of events and date/years in which they took place
Social skill	Learners, teachers and parents must group together to combat environmental issues such as poverty, pollution, health hazards and overpopulation	Learners must be able to pose a question to discuss and listen and to make valid historical statements through art and drama
Schematic skill	Learners must be able to draw diagrams, maps, and drawing of charts	Learners must be able to arrive at differing interpretations of the past for a number of reasons
Skills in synthesis	The ability to read maps and graphs	Learners must be able to select evidence, to analyse facts in sequence, to use historical data to make imaginative reconstruction and to organise material of the past into a

		coherent narrative
Reading and research	Learners must be able to observe carefully, identify and create mental images of being studied	Learners must be able to research history information from different sources

	GEOGRAPHY	HISTORY
Descriptive skills	Learners can be given a topographical map and be asked for the highest and lowest points on the map.	Learners can be given a picture of Adolf Hitler and be asked about his views and intentions and to explain why he is often mentioned in history
Social skills	learners can be given topics such as contours, latitudes and global warming, and to give a presentation as a group	learners can be given a research assignment as a group on topics such as the Russian revolution
Schematic skills	Learners can be asked to sketch the water cycle.	Learners can be asked to chronological events surrounding the second world war
Skills in synthesis	Learners may be given a text on Global warming and be requested to summarise the text and try to understand and get a complete picture of the phenomenon.	Learners may be given a text/newspaper article on the apartheid and be asked to summarise the highlights of the article.
Reading and research skills	Learners could be asked to	Learners can be asked to do
	Do research on a concept such as the greenhouse effect, compile notes and then discuss it.	Research on apartheid and compile notes on this topic.

### 3) In your own word define the following concepts

- **Child-centered approach :**

- The child-centered approach is an application within the field of child development that allows the child to make their own choices and establish their own ideas towards promoting competent communication and learning. The approach focuses on the concept of allowing more freedom to the child, giving them the ability to use their own individual approach

- **Curriculum**

- The **term curriculum** refers to the lessons and academic content taught in a school or in a specific course or program. ... In some cases, schools purchase comprehensive,

multigrade **curriculum** packages—often in a particular subject area, such as mathematics—that teachers are required to use or **follow**

- Subject-orientated approach
  - Subject-oriented programming is an object-oriented approach in which different subsystems known as subjects are divided to create new subjects based on the composition expression. The approach is a radical departure from the classical object-oriented approach, in which objects are defined based on their properties and methods. Subject-oriented programming is largely oriented toward dividing an object-oriented system into subjects. It thus provides a compositional view of the application development
- Descriptive
  - Learners must be able to describe , observe , records and interpret data/events and supply key concepts
- Creative Thinking
  - A way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions (which may look unsettling at first). Creative thinking can be stimulated both by an unstructured process such as brainstorming, and by a structured process such as lateral thinking.

Lesson assessment

- 
- History
  - History is a study, analysis and interpretation of people of the past and what led to past events which made a historical impact on lives of other people. It also a study of cause and effect, since many of the historical events led to the social and economical landscape carved out centuries later.
- Geography
  - Geography is the interrelationship are the interrelationships between man and his environment, which includes the natural processes like climatology, geomorphology, plant and animal life. Agriculture and economics, population dynamics to mention a few.

#### 4) Discuss how you would apply this approach to

- Geography and
- History teaching in the primary school. Discuss under separate headings point form

By introducing Geography, the learners are made aware of their environment as a complete system and an interdependent process. Learners are informed about environmental education and the importance of preservation of natural resources.

By studying history, learners learn about different peoples and cultures, which promote racial and cultural understanding and tolerance. It also shows learners how decisions taken in the past have impacted people and the environment later. It is a holistic approach to understanding the interrelationships between various different subjects taught at school.

5) Which is the most interesting, most informative, most visual, most exciting, most practical, most special, grandest and best subject in the world?

6) Indicate why it is necessary to assess a lesson?

7) Explain how the following didactic principles relate to History and Geography

- **Totality**–the pupil is a ‘whole’ person and is taught in light of his ‘total’biophysical and socio-cultural environment
- **Individualisation**– each and every student’s individual differences in background and abilities must be considered and catered for in the teaching situation
- **Development**– recognises that the pupils develop through various stages as they mature physically and mentally
- **Motivation and interest**– recognises that the pupils need to be motivated if they are to learn
- **Activity** in which pupils are encouraged to learn by active involvement

8) Many History and Geography teachers practise their subject/s from a content-based approach. Discuss why you think that it is not educationally acceptable to teach only from a content-based perspective.

- In many cases primary school pupils are taught subjects/topics as content entities or disciplines.
- In many cases these topics/subjects have become more process-orientated and more child centred and concept based.
- Skills, concepts and attitudes play a more dominant role.

9) Explain how news can make in a geography or history lesson

10) In your own words , define the

11) Give two reasons why teaching and learning media used in the teaching of Geography and History

12) List two (2) advantages and two (2) disadvantages relating to the use of the overhead projector (OHP)

Advantages	Disadvantages
Transparencies can be prepared prior to the lesson	Can only be used where there is electric power available
The teacher is able to write on a blank transparency during the lesson if necessary or add info to the transparency	Low visibility in brightly lit rooms that do not have window covers such as blinds and curtains

Dos

- Write neatly /legibly
- Use colours discreetly
- if photocopying the transparency make sure that it is not too dark

Don'ts –

- Include too much of information and clutter the transparency

- Reveal the whole transparency if you plan to teach the content in stages. Use a page to cover the relevant sections – uncover as the lesson progresses.
- 13) Show why it is vital to clarify the teaching objectives of any lesson
- They are able to measure to what degree activities have been attained
  - Indicate to other teachers what the intended learning patterns are
  - Provide pupils with clearly defined tasks
  - Assess the progress of individual pupils
- 14) The establishment of positive attitude and values is an important aspect of History and Geography teaching and learning. What positive attitude and values can be established by the teaching of History and Geography? Give three (3) attitude and values for each of these subjects/learning areas.

### Geography

- Appreciate the uniqueness of the physical world and wide variety of environments in which people live in
- Develop a readiness to use geographic skills and knowledge in daily life
- Develop respect for the rights of all people to equality
- Understand the significance of decision making

### History

- To use critical accurate analysis in interpretation of sources
- To study cause and effect, all human behaviour is determined by causes which are certain
- Critically assess causes to explain what happened in the past in the search for intrinsic values

**15) Why do you think it is imperative that Geography and History teachers understand what their subject is about before they practise it? Do you agree or disagree with this statement? Explain your answer Discuss in point form.**

- Yes, they need to understand what these learning areas are about before teaching them in schools. **Based on Outcomes** based approach need to make sure that the learners know what is required of them at the beginning of the lesson.

**Learning notes:** Outcomes based curriculum development processes have as their starting point, the intended results of their learning in terms of knowledge, skills and values rather than the prescription of content to be learnt. Promotes a holistic, integrated learning development and not a narrow, mechanistic behaviour.

- Teachers must have a thorough background knowledge\*, of the skills\*, values and attitudes\* encompassed by the subject so that, as teachers they can articulate\* their subjects in a way that enables their students to comprehend\* and appreciate\* what the subject involves

**16) Why holistic teaching is considered important in the primary school? Discuss in point form.**

- Holistic teaching involves a situation where the child learns about the whole while studying its part.
- Learning should be integrated rather than broken down into subject's compartments.
- It's important to nurture the development of the whole child and all his/her needs.
- By using holistic teaching in primary school, educators help learners reach their full potential during the formative years.
- A holistic approach introduce learners to ideas n experience that helps them.
- Encourages learners to be active learners who explore, understand and participate in the world around them.
- **Because students are aware of the whole that they are studying**
- **Important because the subjects are integrated**
- **It gives the pupil a chance of studying as a whole and all aspects**
- **They are constantly aware of what is happening**
  - holistic teaching aims at developing the whole learner instead of just academic aspects.
  - It stresses the interconnectedness of life support systems.
  - It attempts to encompass and integrate multiple layers of meaning and experiences.
  - It employs meta-learning and in this way, learning is reinforced in different disciplines.
  - **The idea of holistic teaching is learner-orientated, taking the learner's mental capability andneeds into account.**
  - **The learner is allowed to develop at his/her own pace.**
  - **This concept basedapproach is not only content- based and does not require memorization only, but moreapplication of the knowledge acquired.**
  - **The approach makes content more relevant, andintegrated.**
  - **The approach emphasizes knowledge, skills, values, and attitudes.**

**17) Discuss any three contributions of geography to education**

- To cultivate an appreciation of, and responsible attitude towards, the earth and its physical resources
- To develop a concern for the quality of planning of the environment for future generations
- To understand the significance of decision making
- To encourage a commitment to seeking solutions to local, regional, national and international problems on the basis of the "universal declaration of Human Rights"
- To develop an interest in, understanding of, and sympathetic attitude towards people of other races and nationalities around the globe
- To develop a respect for the rights of all people to equality
- To develop a readiness to use geographic knowledge and skills in daily life

- To understand different kinds of change, e.g. slow, fast, unimportant, important, “good”, “bad” and developmental

**18) By means of a table show three difference between the old (traditional) and new (contemporary) views surrounding the curriculum.**

<i>Contemporary views</i>	<i>Traditional views</i>
➤ Human resource development promotes continued learning, the application and development of new knowledge, skills and technologies, flexibility in job movement, etc;	➤ curriculum design tended to be centrally designed
➤ learner-centredness; being relevant and appropriate to current and anticipated needs of the individual, society, commerce and industry;	➤ Curriculum was content-based and content was prescriptive
➤ an integrated approach which rejects a rigid division between academic and applied knowledge, theory and practice, knowledge and skills, head and hand; differentiation, redress and learner support	➤ Integration of academic and practical skills was almost non-existent and very rigid since learning orientation and approach was more <i>educator based</i> .
➤ nation-building and non-discrimination;	➤ Apartheid instilled unfair national and educational policies, benefiting only certain sectors of the nation.
➤ critical and creative thinking;	➤ Focus was on prescription of content to be learnt resulting in narrow, mechanistic behaviour.
➤ flexible learning programmes that offer learners the opportunity of choosing what, where, when, how and at what pace to learn (especially adult learners);	➤ Learning programmes were rigidly structured

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**19) Name and discuss the five fundamental principles that characterise good teaching. Explain in the light of your current teaching experiences, or past experiences while still being a learner.**

- The teacher must plan lessons which are interactive, and learner orientated. The content must be linked to present day issues, to create relevance and a sense of understanding of the different interrelationships between phenomenon. Ask pertinent questions that would make the child think, and realise different perspectives. Include hands-on activity which generate fun and alleviate boredom. Link content to the other subjects taught at school. Create brain-gym activities related to the content. Highlight cause and effect examples to create realisation of the importance of researched decision making. Offer variety in teaching methods, and facilitate debates and discussions on pertinent issues relating to the content. Motivate expansion of knowledge by creating varied interests which require research on the topic.

**20) Assessment of learners can be either formative, summative or continuous. Give six (6) methods of assessments (two each from formative, summative and continuous assessment) which can be in either a History or Geography lesson.**

Formative	Summative	Continuous
Peer assessment	Written exams	gathering a series of marks via learning experiences
Self-assessment Rubric	Test or assignments	portfolio of students work
		making up a student profile by collecting different marks
		Class test
		Homework
		assignments

**21) Continuous assessment (CA) is a method of assessment where each learner is monitored throughout the year based on a variety of activities. Design your own CA worksheet for grade 6 History or Geography lesson.**

**Give six (6) example of the learner's activities which can be assessed continuously (based on the lesson you designed in question 38)**

- We have to teach using the outcomes base method and content base does not fit in with that approach. Learner is not involved in the content-based approach lesson. Teachers need to be facilitators of education and not simply a dictator of content. Outcomesbase approach is flexible and promotes lifelong learning whereas Content-basedis rigid. Teachers need to understand the nature and elements to Geography and History, what they involve andfinally their contribution not only their content.

**22) Indicate the differences between an educational aim and objective**

- Aim

Are long term and related to the learners understanding of the subject. It is an overall accomplishment that learners are to eventually achieve e.g. by the endof the term the whole class must be able to count to 100

- Objective

Relate to specific tasks or individual stages you must accomplish in order toachieve the aims. E.g. the educator spends 6hrs a week teaching the class tocount to 100.

**23) Why is it imperative to state the educational aim of any lesson**

24) Show what is meant by the CAPS approach to learn.

25) Indicate the CAPS approach involves learning to.

**26) What is meant by CAP approach to learning**

**27) Discuss in point form what problems are to be guarded against with regard to use of teaching media.**

- Which learning content the teaching media must furnish
- which teaching medium is most suitable in a particular case
- in which way it is to be implemented during the lesson
- at what stage of the lesson it will be used
- for what purpose it will be used(
- will it, or can it, only be used once &
- which wall decoration can be used during the lesson)
  
- **Which teaching medium is most suitable for that instance**
- **At what stage of the lesson will it be used**
- **For what purpose will it be used**
- **In which way will it be implemented during the lesson.**

**28) Complete the following sentence.**

- Fieldwork emphasises two basic didactic principles. Namely **activity** and **observation** and **perception**
- Name them and discuss each in point form.

**29) Name five (5) advantages of fieldwork in point form**

<b>Advantages</b>	<b>Disadvantages</b>
Action-oriented	Difficult with large number of students
Reality-related	Organisational effort
Physical activities	Risks of injury
Self-responsible learning	Difficult assessment
New method for most students	Students not used to this activity
Addresses several cognitive learning levels	Hard for students to concentrate
Often interdisciplinary	Hard to place in curriculum

- It can be undertaken to introduce or end a lesson theme.
- It can form a link between the theoretical and practical aspects of the learning content i.e. it links the classroom with the real world.
- It is learning by doing.

**30) Whether we use group work, individual work, classwork or fieldwork depends on various factors. Name five (5) such factors.**

- The size of the class
- The aspect that has to be taught
- The discipline of the class
- The available time
- The school policy etc.

**31) Fieldwork is an important aspect of History and Geography teaching. With regards to this aspect, answer the following questions.**

- Define the concept fieldwork.
  - Any educational activity that takes place outside the classroom.  
Example: school grounds, local Park, museum wherever practical outside activities are possible
- **What two basic didactical principal are met by fieldwork.**
  - Pupils learn best by doing something
  - Observation and perception
  - Pupils learn by the direct observation of phenomena

- **What value does fieldwork have for the learners of History and Geography**
  - Geography values: culture responsible attitude towards the earth (develop environmental attitudes that will contribute to long-term well-being of the environment), develop concern for quality planning of environment, encourage a commitment to seek solutions to problems (local and international)
  - History values: develops empathy as a way of thinking; brings history alive and makes it relevant; employs critical, accurate analysis in interpretation of sources.
  - **Can help children develop environmental attitudes that will contribute to the long-term well-being of the environment (and therefore to the long-term health of people)**

**32) Name two(2) teaching media which a Geography teacher, and two(2) teaching media which a History teacher can make themselves**

History:-

- a model (battle scene or terrain);
- poster (explain the topic using a variety of resources)

Geography:-

- a model (cardboard and ring for a dam, showing erosion);
- moving display (use cardboard cut-outs on the chalkboard, can be moved to demonstrate revolution of the earth and inclination of its axis causing season change)

**33) Explain how you would utilize newspaper report in either Geography or History lesson.**

- Use as a media resource to support my lesson. They can be articles about a specific event in either History or Geography to read and discuss in class. They usually have pictures which would assist in explaining the event etc.

**34) Give three (3) reasons why you think teaching and learning aids should be used in Geography or History teaching.**

- To improve the teaching activities and learning activities of the learners. Makes the learners active and interested during the lesson and makes learning fun. (introduce a lesson topic, illustrate a lesson topic, stimulate

pupils past image or image of the past, explain the learning content, test or impart knowledge and insight, create interest in an excursion to be undertaken)

**35) Design either a Geography or a History lesson for a grade/class in the primary on any applicable topic. Include the following in your lesson design.**

Design a lesson for either Geography or History class (grade 5-7) on one of the following topics (Your own life history) or Pollution (Geography) , Improving the environment

- Three objectives to be acquired .This implies the knowledge, and values/attitudes to be acquired.
- Teaching and learning aids to be used( provide practical examples)
- Name and discuss two learner activities.
- Motivate how and why you decided which assessment method you are going to use?
- Indicate what media you would use and what the purpose of what would be?
- For Knowledge to be used

**36) Prepare a work sheet with five (5) questions on the lesson topic that you designed in question 24**

**Prepare a work sheet with five (6) questions on the lesson topic that you designed in question 38. When setting the question you have to bear in mind, the more advanced intellectual activities of comprehension, analysis, syntheses, evaluation and application.**

PHASE: Intermediate

GRADE:4

SUBJECT: History

TOPIC:Family history background.

LESSON AIM:To understand the role of people in history.

CONTENT:The definition of family history, what life was like when they were young.

The role men and women in history.

CONTEXT:Applying different learning style to accommodate all the learners. Organizing the trip especially from rural areas for learners to the museums.

TEACHERS ACTIVITIES: INTRODUCTION

Choosing and preparing the topic or poem to be done.

: MIDDLE

Informing learners to ask question about the topic and providing feedback.

: CONCLUSION

Giving the assessment through test, homework and group discussions.

LEARNERS ACTIVITIES: INTRODUCTION

Brainstorming about the topic about the family history e.g. How their grandparents used to transport goods. How they used to live.

: MIDDLE

Discussions between the teachers and learners. Self-confidence as they investigate about their family history.

: CONCLUSION

Learners doing their own work. Composing own topic.

RESOURCES :

Dictionaries to know the meaning of words. magazines, pictures and physical resources to accommodate different learning style. Textbook which help learners with disabilities and barriers to learning.

HOMEWORK :

Learners must go to elders to gather information about their past.

They need to gain an understanding for themselves as learners about what people in their community know about history background.

ASSESSMENT TASK :

The poem has different kinds of lifestyle

.TEACHERS REFLECTION:

Learners learn their family history background.

SKILLS :

To introduce and make the pupil aware of the past and see it in perspective.

VALUES :

To establish a hierarchy of causes to explain what happened in the past as lying behind the search for intrinsic values

QUESTION 22.1 WORKSHEET ON THE FAMILY HISTORY  
BACKGROUND.INTERMEDIATE PHASE

GRADE: 4

SUBJECT: HISTORY

TOPIC : FAMILY BACKGROUND

AIM OF THE SUBJECT: To encourage learners to be more informed with their family history.

To give learners practice in observing the development of history.

NAME OF TEACHER :

QUESTIONS and ANSWERS

1. What kinds of clothes your grandparents used to wear?

A. They used to wear animal skin as clothes.

2. What kinds of transport they used to have?

A. They used wagons pulled by animals as means of transport.

3. Why are cattle so important to your grandparents?

A. Because they used to get clothes, meat, milk also used cattle as means of transport.

4. Differentiate between men and women's responsibility at that time?

A. Women at past they used to do domestic chores only. They were not allowed to go to work. Men were supposed to take care of their family for example they had to provide for their families.

5. Give one leader who fought for our freedom?

A. Nelson Mandela