



SUBJECT and GRADE	SOCIAL SCIENCES – GRADE 5 HISTORY
TERM 1 - 2021	Week 1
TOPIC	Hunter-gatherers and herders in Southern Africa
Requisite pre-knowledge	<ul style="list-style-type: none"><li>✓ Farmers entered southern Africa about 1700 years ago.</li><li>✓ How to work with different sources - analyse sources externally and internally and how to extract relevant information about hunter – gatherers and herders.</li><li>✓ Formulate a key question of the San Hunter –gatherers way of life in South Africa</li></ul>
LINK TO TEACHING AND ASSESSMENT PLAN	<ul style="list-style-type: none"><li>❖ <b>Formulate a key question on the way of life of <u>Hunter-gathers and herders</u> in South Africa.</b></li><li>❖ <b>Use different sources to gather information and different perspectives on hunter-gatherers and herders.</b></li><li>❖ <b>Use the following categories of enquiry during teaching, learning and assessment.</b><ul style="list-style-type: none"><li>✓ Multi perceptivity/ different perspectives/cause and effect - what were the causes/ effect/Change and continuity (what has changed/ remained the same)/Turning points (how did it transform lives/Using the past (what can we learn from it/ Through their eyes (how did people in their past view their world?)</li><li>✓</li></ul></li><li>❖ <b>How we found out about hunter – gatherers and herders</b><ul style="list-style-type: none"><li>✓ When people live in a place, they leave behind objects that tell us about the way they live</li><li>✓ The first people to live in South Africa were the hunter – gatherers called the <b>San</b>.</li><li>✓ Men hunted wild animals for <b>meat</b> and the women gathered <b>plants for food</b>.</li><li>✓ <b>Archaeologists</b> dig up or find things that people long ago have left behind.</li><li>✓ <b>Very few people in South Africa live as hunter-gatherers anymore.</b></li><li>✓ <b>Historians find out more about hunter- gatherers</b></li><li>✓ <b>San men hunted wild animals</b></li><li>✓ <b>Women gather in groups to dig up roots.</b></li><li>✓ <b>Women were also responsible for looking after the children</b></li><li>✓ <b>Some of the San live currently in the deserts of Southern Africa</b></li></ul></li></ul>

- ✓ Most of them do not live the way they used to live in the past.
- ✓ They have lost their land and have been forced to change their way of life.

Archaeologists found the following: -

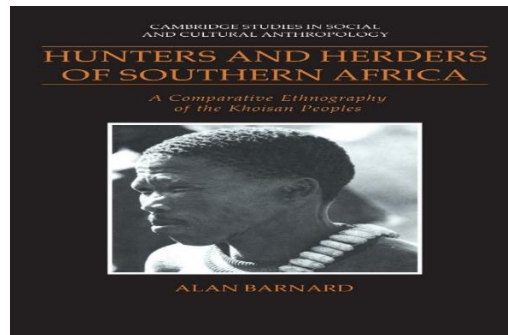
➤ Rock paintings



➤ Objects



➤ Books on the gatherers



Stories



➤ A painting of a village



➤ San men hunting





➤ **San people digging for food**






➤ **Women gathering food and wood**



➤ **San making fire**



<b>AIMS OF LESSON</b>	<ul style="list-style-type: none"> <li>➤ Finding a variety of kinds of information about the past</li> <li>➤ Selecting relevant information</li> <li>➤ Deciding about whether information can be trusted</li> <li>➤ Seeing something that happened in the past from more than one point of view</li> <li>➤ Explaining why events in the past are often interpreted differently</li> <li>➤ Debating about what happened in the past based on the available evidence</li> <li>➤ Understanding the importance of heritage and conservation</li> <li>➤ Writing history in an organized way, with a logical line of argument.</li> </ul>	
<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• <i>Make a link to a previous lesson or teaching in a previous grade</i></li> <li>• <i>Explain purpose of lesson (further learning and/or functioning in the world)</i></li> </ul>	
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>✓ ask questions and identify issues</li> <li>✓ discuss and listen with interest</li> <li>✓ collect and refer to information (including newspapers books and, where possible, websites)</li> <li>✓ use geographical knowledge to solve problems</li> </ul>	
<b>ACTIVITIES/ASSESSMENT</b>	<ul style="list-style-type: none"> <li>✓ <i>Refer learners to activities/assessment they can complete/do in their textbooks.</i></li> <li>✓ <i>Where there is more than one textbook rather refer to sections instead of specific page numbers.</i></li> <li>✓ <i>OR if necessary, include an activity/assessment</i></li> </ul>	
<b>CONSOLIDATION</b>	<ul style="list-style-type: none"> <li>• <i>Link to lesson aims</i></li> <li>• <i>Indicate how this will prepare for the next lesson(s)</i></li> <li>• <i>OR how this lesson consolidates an activity</i></li> </ul>	
<b>RESOURCES (if necessary)</b>	<b>Paper based resources</b>	<b>Digital resources</b>
	<ul style="list-style-type: none"> <li>• <b>Newspapers</b></li> <li>• <b>Magazines</b></li> <li>• <b>Atlases</b></li> <li>• <b>Globe</b></li> <li>• <b>Maps</b></li> <li>• <b>Books</b></li> <li>• <b>Textbooks</b></li> <li>• <b>Dictionaries</b></li> <li>• <b>Use a variety of sources i.e. pictures, written oral (stories and interviews) sources which should be properly contextualised and reference to enable learners to extract the relevant information from.</b></li> </ul>	<p>Refer to the relevant digital resources e.g. links on the WCED ePortal  <a href="https://www.thelearningtrust.org/asp-treasure-box">https://www.thelearningtrust.org/asp-treasure-box</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Google classroom</a></li> <li>• <a href="#">Google Drive</a></li> <li>• <a href="#">Pear deck</a></li> <li>• <a href="#">Pinterest</a></li> <li>• <a href="#">Kahoot</a></li> <li>• <a href="#">Answer garden</a></li> </ul>

NOTES				
SUBJECT	SOCIAL SCIENCE HISTORY		TERM	1
	GRADE	5	DATE	01 – 11 FEBRUARY 2021
 <b>TEACHER'S ACTIVITIES</b>	<b>Skills</b> (WHAT I am going to teach/guide/support...)		<b>Teaching Methodologies/ Approach</b> (HOW I am going to teach/guide/support...)	<b>Resources / LTSM</b> (WHAT I am going to use to teach/guide/support...)
	<b>Read through the Notes and answer the activities.</b>			Worksheet and Notes.
 <b>PARENT'S ACTIVITIES</b>	Similar to what teachers would teach, etc. as indicated above – this could be a repeat of the teacher's info – just so that parents are aware of content. Keep it simple.		Could include tips to parents, e.g. Help your child search for a map to use with the weather report	Please indicate resources that can be found at home: magazines, newspapers, dictionary, etc.
 <b>LEARNER'S ACTIVITIES</b>	<b>Learner activities:</b> step by step, practical, keep it simple.			
	<b>QUESTION 1</b>  <b>SOURCE A:</b> This extract explains the rock art of the hunter-gatherers during the late Stone Age <div data-bbox="420 878 1963 1141" style="border: 1px solid black; padding: 10px; margin: 10px 0;">             Paintings and engravings (images) on rocks in the open air and on cave walls are called rock art. There is rock art on about every continent, but South Africa has some of the most beautiful and advanced examples. It is difficult to say why they painted these pictures. Some archaeologist thinks that the paintings were created to bring good fortune to a hunt as a kind of spiritual exercise. It could be that the artist simply painted things they found beautiful. There are thousands of rock paintings and engravings (images) in South Africa and some museums also have collections that are open to the public.           </div> Taken from the website <a href="http://www.sahistory.org.za">www.sahistory.org.za</a> (accessed 03 December 2013)  Study Source A and answer the questions: <div style="margin-top: 20px;">             1.1 How does Source A explain the meaning of rock art? (1X2)              1.2 On which continent according to the Source will one find beautiful rock art? (1X1)              1.3 Why according to the Source were the paintings created? (1X3)              1.4 Explain in your own words why you think it is useful to keep collections of rock art paintings in a museum. (2X2) (10)           </div>			

## QUESTION 2

### SOURCE B

This extract explains that the rock art paintings by the hunter-gatherers from the late Stone Age have been created in a certain way.

The hunter-gatherer paintings were generally made with a brush or with a reed 'pen' and have fine lines and delicate (slight) details. They were mostly made with red ochre (red earths), but yellow, purple, white and black were also used. Most paintings used one colour, but some are painted with two or several colours. Where the paint is blended (mixed) from one colour to another, it is referred to as shaded polychrome. Not only did the hunter-gatherers make paint that has lasted thousands of years, they were gifted artists who expressed complex (difficult) ideas in elegantly simple ways. They were also responsible for the older tradition of rock engravings (images).

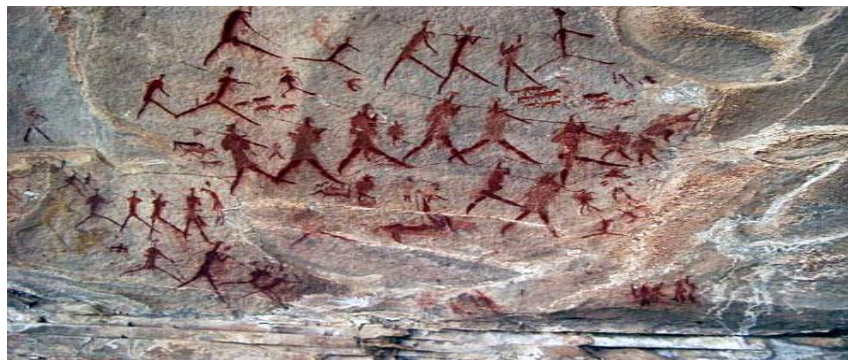
Taken from the website <http://newhistory.co.za>. (accessed 03 December 2013)

2. Study Source B and answer the questions:

- |     |   |       |
|-----|---|-------|
| 2.1 | What colours according to Source B were used by the hunter-gatherers to paint on the rocks? | (3X1) |
| 2.2 | Why do you think these specific colours were used?  | (1X2) |
| 2.3 | What tools did they use to paint with?  | (1X1) |
| 2.4 | Explain how their abilities to paint are being described in Source 1B.                      | (2X2) |
|     |   | (10)  |

## QUESTION 3

**SOURCE C:** The rock paintings below illustrate the dancing of the hunter-gatherers from the late Stone Age.



	<p>3. Study Source B and answer the questions:</p> <p>3.1 Which surface was used to create their paintings? (1X2)</p> <p>3.2 Why do you think the hunter-gatherers created these paintings about people dancing? (1X2)</p> <p>3.3 “Hunter-gatherers created rock art paintings in all the places they lived”. Use the information in Source A, B and C and your own knowledge, to write a paragraph of 5-6 full sentences in your own words, on the role of rock art in the lives of the hunter-gatherers. (6)</p> <p>Focus on the following aspects:</p> <ul style="list-style-type: none"> <li>• Where the rock art can be found.</li> <li>• How the rock art has been created.</li> <li>• Tools used to create these paintings.</li> <li>• Why the rock art has been created.</li> </ul>
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