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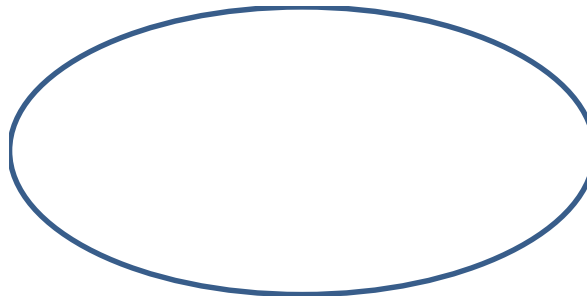
# UMLAZI DISTRICT LESSON PLAN

|                                                                                                                                                                           |  |                                                  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------|--|
| <b>Subject: Social Sciences</b>                                                                                                                                           |  | <b>Discipline: History</b>                       |  |
| <b>Grade: 8B 1/2/3</b>                                                                                                                                                    |  | <b>Duration: 50 mins</b>                         |  |
| <b>Date: From 06/02/23 to 10/02/23</b>                                                                                                                                    |  |                                                  |  |
| <b>Topic: The industrial revolution in Britain and Industrialisation in SA from 1860</b>                                                                                  |  |                                                  |  |
| <b>Content: Changes during the IR/Wealth from slave trade/Economy before IR/Enclosure System</b>                                                                          |  |                                                  |  |
| <b>Specific Aims:</b>                                                                                                                                                     |  |                                                  |  |
| <input type="checkbox"/> Finding a variety of kinds of information                                                                                                        |  |                                                  |  |
| <input type="checkbox"/> Selecting relevant information                                                                                                                   |  |                                                  |  |
| <input type="checkbox"/> Deciding about whether the information can be trusted                                                                                            |  |                                                  |  |
| <input type="checkbox"/> Seeing something that happened in the past from more than one point of view                                                                      |  |                                                  |  |
| <input type="checkbox"/> Explaining why events in the past are often interpreted differently                                                                              |  |                                                  |  |
| <input type="checkbox"/> Debating about what happened in the past on the basis of available evidence                                                                      |  |                                                  |  |
| <input type="checkbox"/> Writing history in an organised way, with a logical line of argument                                                                             |  |                                                  |  |
| <input type="checkbox"/> Understanding the importance of heritage and conservation                                                                                        |  |                                                  |  |
| <b>Skills:</b>                                                                                                                                                            |  |                                                  |  |
| To extract information; interpretation and analysis of information, usefulness and reliability of sources and paragraph writing are important to understand and to apply. |  |                                                  |  |
|                                                                                                                                                                           |  |                                                  |  |
| <b>Resources: Learner booklets and YouTube</b>                                                                                                                            |  |                                                  |  |
|                                                                                                                                                                           |  |                                                  |  |
|                                                                                                                                                                           |  |                                                  |  |
| <b>English Across the Curriculum: Formulate key questions/ paragraph writing</b>                                                                                          |  |                                                  |  |
|                                                                                                                                                                           |  |                                                  |  |
| <b>Teacher Activities</b>                                                                                                                                                 |  | <b>Learner Activities</b>                        |  |
| Day 1                                                                                                                                                                     |  |                                                  |  |
| Changes during the IR/Wealth from slave trade (Page 3)                                                                                                                    |  | Engage with a video showing the start of the IR. |  |
| - Introduction to the IR                                                                                                                                                  |  |                                                  |  |
|                                                                                                                                                                           |  |                                                  |  |
|                                                                                                                                                                           |  |                                                  |  |
| Day 2                                                                                                                                                                     |  |                                                  |  |
| Economy before IR/Enclosure system (Pages 4-6)                                                                                                                            |  | Classwork Activity 1 + corrections               |  |
| - How the world began to change.                                                                                                                                          |  |                                                  |  |
| - How people changes and how money came about.                                                                                                                            |  |                                                  |  |
|                                                                                                                                                                           |  |                                                  |  |
| Day 3                                                                                                                                                                     |  |                                                  |  |
| What was the IR?/Social changes during IR/Urbanisation during the IR (Pages 6-9)                                                                                          |  | Classwork Activity 2 + corrections               |  |
| - Explaining a changing world and changing needs of people.                                                                                                               |  |                                                  |  |
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## UMLAZI DISTRICT LESSON PLAN

| Assessment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Criteria / Tool                                                                                |
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| <input type="checkbox"/> Classwork<br><input type="checkbox"/> Homework<br><input type="checkbox"/> Presentations<br><input type="checkbox"/> Interviews<br><input type="checkbox"/> Debate<br><input type="checkbox"/> Research<br><input type="checkbox"/> Assignment<br><input type="checkbox"/> Project<br><input type="checkbox"/> Short Paragraph<br><input type="checkbox"/> Summary<br><input type="checkbox"/> Test<br><input type="checkbox"/> Essay<br><input type="checkbox"/> Other | <input type="checkbox"/> Memorandum<br><input type="checkbox"/> Rubrics<br><input type="checkbox"/> Other |
| <b>Expanded Opportunity:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |
| Engaging with YouTube videos of the events to help learners better understand the theory.                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                           |
| Storytelling history to help learners better understand.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| <b>Reflection:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |
| Perhaps represent some of the notes in the form of diagrams to help those who struggle to write.                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| Teacher Surname and Initials: Reddy, Y                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                           |
| Teachers signature:                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           |
| Departmental Head: R. Mewadhari                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| Departmental Head Signature:                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |
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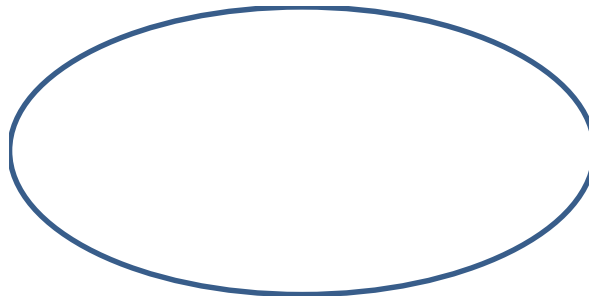
## UMLAZI DISTRICT LESSON PLAN

| <b>Subject: Social Sciences</b>                                                                                                                                           |                                                      | <b>Discipline: History</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------|
| <b>Grade: 8B 1/2/3</b>                                                                                                                                                    |                                                      | <b>Duration: 50 mins</b>   |
| <b>Date: From 13/02/23 to 17/02/23</b>                                                                                                                                    |                                                      |                            |
| <b>Topic: The industrial revolution in Britain and Industrialisation in SA from 1860</b>                                                                                  |                                                      |                            |
| <b>Content: Child labour/Mines/Factories</b>                                                                                                                              |                                                      |                            |
| <b>Specific Aims:</b>                                                                                                                                                     |                                                      |                            |
| <input type="checkbox"/> Finding a variety of kinds of information                                                                                                        |                                                      |                            |
| <input type="checkbox"/> Selecting relevant information                                                                                                                   |                                                      |                            |
| <input type="checkbox"/> Deciding about whether the information can be trusted                                                                                            |                                                      |                            |
| <input type="checkbox"/> Seeing something that happened in the past from more than one point of view                                                                      |                                                      |                            |
| <input type="checkbox"/> Explaining why events in the past are often interpreted differently                                                                              |                                                      |                            |
| <input type="checkbox"/> Debating about what happened in the past on the basis of available evidence                                                                      |                                                      |                            |
| <input type="checkbox"/> Writing history in an organised way, with a logical line of argument                                                                             |                                                      |                            |
| <input type="checkbox"/> Understanding the importance of heritage and conservation                                                                                        |                                                      |                            |
| <b>Skills:</b>                                                                                                                                                            |                                                      |                            |
| To extract information; interpretation and analysis of information, usefulness and reliability of sources and paragraph writing are important to understand and to apply. |                                                      |                            |
| <b>Resources: Learner booklets and YouTube</b>                                                                                                                            |                                                      |                            |
| <b>English Across the Curriculum: Formulate key questions/ paragraph writing</b>                                                                                          |                                                      |                            |
|                                                                                                                                                                           |                                                      |                            |
| <b>Teacher Activities</b>                                                                                                                                                 | <b>Learner Activities</b>                            |                            |
| Day 1                                                                                                                                                                     |                                                      |                            |
| Child labour in mills, mines & factories (Pages 10-13)                                                                                                                    | Classwork Activity 3 + corrections                   |                            |
| - Explaining why kids were used.                                                                                                                                          |                                                      |                            |
| - How mills, mines & factories operated                                                                                                                                   |                                                      |                            |
| - The products being produced                                                                                                                                             |                                                      |                            |
| Day 2                                                                                                                                                                     |                                                      |                            |
| Child labour/labour resistance/swing riots (Pages 13-16)                                                                                                                  | Additional questions done as classwork + corrections |                            |
| - Effects of child labour – learning to interpret a source.                                                                                                               |                                                      |                            |
| - Why labour unions were created.                                                                                                                                         |                                                      |                            |
| - Machinery & the swing riots                                                                                                                                             |                                                      |                            |
| Day 3                                                                                                                                                                     |                                                      |                            |
| Trade unions/increased power & wealth of the west (Pages 16-17)                                                                                                           | Additional questions done as classwork + corrections |                            |
| - Why workers needed labour rights.                                                                                                                                       |                                                      |                            |
| - How the capitalist system came about.                                                                                                                                   |                                                      |                            |
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| Assessment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Criteria / Tool                                                                                |
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| <b>Expanded Opportunity:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |
| Engaging with YouTube videos of the events to help learners better understand the theory.                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                           |
| Storytelling history to help learners better understand.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| <b>Reflection:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| Teacher Surname and Initials: Reddy, Y                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                           |
| Teachers signature:                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           |
| Departmental Head: R. Mewadhari                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| Departmental Head Signature:                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |
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| <b>Subject: Social Sciences</b>                                                                                                                                           |  | <b>Discipline: History</b>                           |
| <b>Grade: 8B 1/2/3</b>                                                                                                                                                    |  | <b>Duration: 50 mins</b>                             |
| <b>Date: From 20/02/23 to 03/03/23</b>                                                                                                                                    |  |                                                      |
| <b>Topic: The industrial revolution in Britain and Industrialisation in SA from 1860</b>                                                                                  |  |                                                      |
| <b>Content: 1860 Political settlement in SA/ Indentured labour/Diamond mining</b>                                                                                         |  |                                                      |
| <b>Specific Aims:</b>                                                                                                                                                     |  |                                                      |
| <input type="checkbox"/> Finding a variety of kinds of information                                                                                                        |  |                                                      |
| <input type="checkbox"/> Selecting relevant information                                                                                                                   |  |                                                      |
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| <b>Skills:</b>                                                                                                                                                            |  |                                                      |
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| <b>English Across the Curriculum: Formulate key questions/ paragraph writing</b>                                                                                          |  |                                                      |
|                                                                                                                                                                           |  |                                                      |
| <b>Teacher Activities</b>                                                                                                                                                 |  | <b>Learner Activities</b>                            |
| <b>Day 1</b>                                                                                                                                                              |  |                                                      |
| SA political settlement in 1860/Indentured labour (Pages 17-20)                                                                                                           |  | Additional questions done as classwork + corrections |
| - Why labour was needed.                                                                                                                                                  |  |                                                      |
| - What was indentured labour.                                                                                                                                             |  |                                                      |
| - Who were the indentured labourers.                                                                                                                                      |  |                                                      |
| <b>Day 2</b>                                                                                                                                                              |  |                                                      |
| Start of diamond mining (Pages 21-23)                                                                                                                                     |  | Classwork Activity 4 – creative response             |
| - Value of diamonds                                                                                                                                                       |  |                                                      |
| - First discovery of diamonds                                                                                                                                             |  |                                                      |
| <b>Day 3</b>                                                                                                                                                              |  |                                                      |
| Diamond mining monopoly/claims/deep digging (Pages 24-25)                                                                                                                 |  | Additional questions done as classwork + corrections |
| - What is a monopoly and how it affected diamond mining.                                                                                                                  |  |                                                      |
| - Claims and land.                                                                                                                                                        |  |                                                      |
| - Deep digging and the expenses.                                                                                                                                          |  |                                                      |
| <b>Day 4</b>                                                                                                                                                              |  |                                                      |
| Formation of companies selling diamonds (Pages 26-27)                                                                                                                     |  | Additional questions done as classwork + corrections |
| Revision booklets given to learners.                                                                                                                                      |  |                                                      |

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| Assessment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Criteria / Tool                                                                                |
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| <b>Expanded Opportunity:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |
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| <b>Reflection:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |
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| Teacher Surname and Initials: Reddy, Y                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                           |
| Teachers signature:                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           |
| Departmental Head: R. Mewadhari                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| Departmental Head Signature:                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |

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