



**[eduresourcza.com](http://eduresourcza.com)**

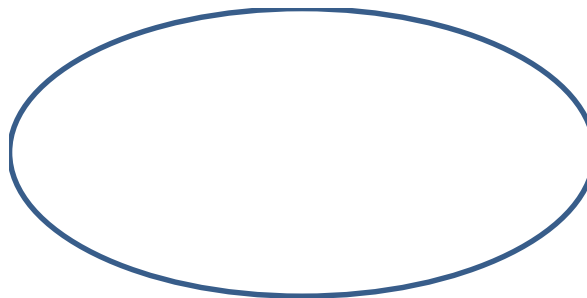
## UMLAZI DISTRICT LESSON PLAN

| <b>Subject: Social Sciences</b>                                                                      |                                         | <b>Discipline: History</b> |
|------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------|
| <b>Grade: 9C 1/2/3</b>                                                                               |                                         | <b>Duration: 50 mins</b>   |
| <b>Date: From 08/05/23 to 12/05/23</b>                                                               |                                         |                            |
| <b>Topic: The Nuclear Age and The Cold War (1945-1990)</b>                                           |                                         |                            |
| <b>Content: Increasing tension between the allies</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>                                                                                       |                                         |                            |
| <b>Use information from various resources.</b>                                                       |                                         |                            |
| <b>Paragraph formulation.</b>                                                                        |                                         |                            |
| <b>Resources:</b>                                                                                    |                                         |                            |
| <b>Learner booklets &amp; videos.</b>                                                                |                                         |                            |
| <b>English Across the Curriculum: Paragraph construction and writing.</b>                            |                                         |                            |
| <b>Teacher Activities</b>                                                                            | <b>Learner Activities</b>               |                            |
| Day 1                                                                                                |                                         |                            |
| Word bank, tension between Russia, USA & Britain (Pages 2-4)                                         | - Highlight main points.                |                            |
| - Read and explain the notes.                                                                        | - Watch video on interpreting cartoons. |                            |
| - Show a video on interpretation of cartoons.                                                        | - Classwork Activity 1                  |                            |
| Day 2                                                                                                |                                         |                            |
| Capitalism & communism (Pages 4-6)                                                                   | - Highlight main points.                |                            |
| - Read and explain the notes.                                                                        | - Classwork Activity 2                  |                            |
| - Explore additional cartoons & interpretation.                                                      |                                         |                            |
| Day 3                                                                                                |                                         |                            |
| End of World War II (Pages 6-8)                                                                      | - Highlight main points.                |                            |
| - Read and explain notes.                                                                            | - Classwork Activity 3                  |                            |
| - Represent notes in the form of diagrams.                                                           |                                         |                            |
|                                                                                                      |                                         |                            |
|                                                                                                      |                                         |                            |
|                                                                                                      |                                         |                            |

## UMLAZI DISTRICT LESSON PLAN

| Assessment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Criteria / Tool                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |
| Learners engage with videos that demonstrate the content they are learning.                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| <b>Reflection:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| <b>Teacher Surname and Initials: Reddy, Y</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                           |
| <b>Teachers signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                           |
| <b>Departmental Head: Mewadhari, R</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                           |
| <b>Departmental Head Signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |

STAMP



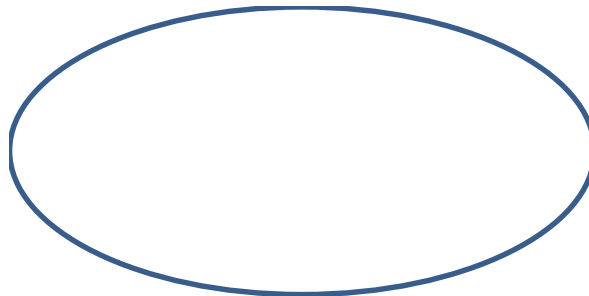
## UMLAZI DISTRICT LESSON PLAN

| <b>Subject: Social Sciences</b>                                                                                   |                                                                     | <b>Discipline: History</b> |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------|
| <b>Grade: 9C 1/2/3</b>                                                                                            |                                                                     | <b>Duration: 50 mins</b>   |
| <b>Date: From 15/05/23 to 19/05/23</b>                                                                            |                                                                     |                            |
| <b>Topic: The Nuclear Age and The Cold War (1945-1990)</b>                                                        |                                                                     |                            |
| <b>Content: Dropping bombs, The Cold War and the superpowers.</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>                                                                                                    |                                                                     |                            |
| <b>Use information from various resources.</b>                                                                    |                                                                     |                            |
| <b>Paragraph formulation.</b>                                                                                     |                                                                     |                            |
| <b>Resources:</b>                                                                                                 |                                                                     |                            |
| <b>Learner booklets &amp; videos.</b>                                                                             |                                                                     |                            |
| <b>English Across the Curriculum: Paragraph construction and writing/Interpretation of proverbs &amp; sources</b> |                                                                     |                            |
| <b>Teacher Activities</b>                                                                                         | <b>Learner Activities</b>                                           |                            |
| Day 1                                                                                                             |                                                                     |                            |
| USA dropping bombs and was it justified? (Pages 8-9)                                                              | - Highlight main points.                                            |                            |
| - Read and explain notes.                                                                                         | - Interpretation of pictures (victims of bombing)                   |                            |
| - Class discussion on bombs and whether it is necessary.                                                          | - Learners must be able to express what they see in these pictures. |                            |
| Day 2                                                                                                             |                                                                     |                            |
| Superpowers and the Cold War ((Pages 10-11)                                                                       | - Highlight main points.                                            |                            |
| - Read and explain notes.                                                                                         | - Interpretation of cartoons.                                       |                            |
| - Explore additional cartoons and interpretation.                                                                 | - Classwork Activity 4                                              |                            |
| Day 3                                                                                                             |                                                                     |                            |
| Areas of conflict and competition (Pages 11-13)                                                                   | - Highlight main points.                                            |                            |
| - Read and explain the notes.                                                                                     | - Interpretation of song lyrics and cartoons.                       |                            |
| - Teaching interpretation of song lyrics.                                                                         | - Classwork Activity 5                                              |                            |
|                                                                                                                   |                                                                     |                            |
|                                                                                                                   |                                                                     |                            |
|                                                                                                                   |                                                                     |                            |

## UMLAZI DISTRICT LESSON PLAN

| Assessment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Criteria / Tool                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <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: Learners engage with videos that demonstrate the content they are learning.</b>                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| <b>Reflection: Use more mind maps to show a different representation of facts.</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |
| <b>Learners engage with videos that demonstrate the content they are learning.</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| <b>Teacher Surname and Initials: Reddy, Y</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                           |
| <b>Teachers signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                           |
| <b>Departmental Head: Mewadhari, R</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                           |
| <b>Departmental Head Signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |

**STAMP**



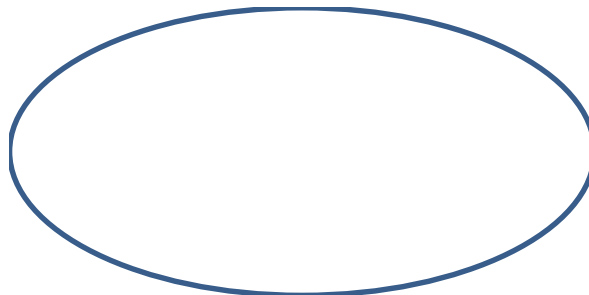
## UMLAZI DISTRICT LESSON PLAN

| <b>Subject: Social Sciences</b>                                                                                   |  | <b>Discipline: History</b>                                |
|-------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------|
| <b>Grade: 9C 1/2/3</b>                                                                                            |  | <b>Duration: 50 mins</b>                                  |
| <b>Date: From 22/05/23 to 26/05/23</b>                                                                            |  |                                                           |
| <b>Topic: The Nuclear Age and The Cold War (1945-1990)</b>                                                        |  |                                                           |
| <b>Content: The Space Race and division of Germany</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>                                                                                                    |  |                                                           |
| <b>Use information from various resources.</b>                                                                    |  |                                                           |
| <b>Paragraph formulation.</b>                                                                                     |  |                                                           |
|                                                                                                                   |  |                                                           |
| <b>Resources:</b>                                                                                                 |  |                                                           |
| <b>Learner booklets &amp; videos.</b>                                                                             |  |                                                           |
|                                                                                                                   |  |                                                           |
| <b>English Across the Curriculum: Paragraph construction and writing/Interpretation of proverbs &amp; sources</b> |  |                                                           |
|                                                                                                                   |  |                                                           |
| Teacher Activities                                                                                                |  | Learner Activities                                        |
| Day 1                                                                                                             |  |                                                           |
| The space race (Pages 13-16)                                                                                      |  | - Highlight the main points.                              |
| - Read and explain notes.                                                                                         |  | - Interpretation of the pictures.                         |
| - Teaching interpretation of pictures.                                                                            |  | - Views on the conspiracy theory about reaching the moon. |
| - Class discussion the conspiracy about reaching the moon.                                                        |  |                                                           |
|                                                                                                                   |  |                                                           |
| Day 2                                                                                                             |  |                                                           |
| Division of Germany 1946 (Pages 16-17)                                                                            |  | - Highlight main points.                                  |
| - Read and explain the notes.                                                                                     |  | - Watch video on the Cold War.                            |
| - Interpretation of maps and pictures.                                                                            |  |                                                           |
| - Show a video on the Cold War.                                                                                   |  |                                                           |
|                                                                                                                   |  |                                                           |
| Day 3                                                                                                             |  |                                                           |
| The Building of the Berlin Wall (Pages 18-19)                                                                     |  | - Highlight main points.                                  |
| - Read and explain the notes.                                                                                     |  | - Engage with documentary on the Cold War.                |
| - Show a documentary on the Cold War.                                                                             |  |                                                           |
|                                                                                                                   |  |                                                           |
|                                                                                                                   |  |                                                           |
|                                                                                                                   |  |                                                           |

## UMLAZI DISTRICT LESSON PLAN

| Assessment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Criteria / Tool                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <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: Learners engage with videos that demonstrate the content they are learning. Learners draw mind maps to show how they understand the content being taught.</b>                                                                                                                                                                                                                                                                                                           |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| <b>Reflection: Use more mind maps to show a different representation of facts.</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |
| <b>Learners engage with videos that demonstrate the content they are learning.</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| <b>Teacher Surname and Initials: Reddy, Y</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                           |
| <b>Teachers signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                           |
| <b>Departmental Head: Mewadhari, R</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                           |
| <b>Departmental Head Signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |

STAMP



## UMLAZI DISTRICT LESSON PLAN

| <b>Subject: Social Sciences</b>                                                                                   |                                                | <b>Discipline: History</b> |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------|
| <b>Grade: 9C 1/2/3</b>                                                                                            |                                                | <b>Duration: 50 mins</b>   |
| <b>Date: From 29/05/23 to 02/06/23</b>                                                                            |                                                |                            |
| <b>Topic: The Nuclear Age and The Cold War (1945-1990)</b>                                                        |                                                |                            |
| <b>Content: Proxy Wars, The End of Cold War, The Fall of Berlin Wall, and The Collapse of the Soviet Union</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>                                                                                                    |                                                |                            |
| <b>Use information from various resources.</b>                                                                    |                                                |                            |
| <b>Paragraph formulation.</b>                                                                                     |                                                |                            |
| <b>Resources:</b>                                                                                                 |                                                |                            |
| <b>Learner booklets &amp; videos.</b>                                                                             |                                                |                            |
| <b>English Across the Curriculum: Paragraph construction and writing/Interpretation of proverbs &amp; sources</b> |                                                |                            |
| <b>Teacher Activities</b>                                                                                         | <b>Learner Activities</b>                      |                            |
| <b>Day 1</b>                                                                                                      |                                                |                            |
| Proxy Wars (Pages 19-21)                                                                                          | - Highlight main points.                       |                            |
| - Read and explain the notes.                                                                                     | - Interpretation of pictures.                  |                            |
| - Show pictures for interpretation.                                                                               | - Classwork Activity 7                         |                            |
| <b>Day 2</b>                                                                                                      |                                                |                            |
| The End of Cold War, Fall of Berlin Wall & the collapse of the Soviet Union (Pages 22-24)                         | - Highlight main points.                       |                            |
| - Read and explain the notes.                                                                                     | - Start answering the informal assessment.     |                            |
| - Hand out informal assessment.                                                                                   |                                                |                            |
| <b>Day 3</b>                                                                                                      |                                                |                            |
| Summary (Pages 25-26)                                                                                             |                                                |                            |
| - Continue with informal assessment.                                                                              | - Continue answering informal assessment.      |                            |
| <b>Day 4</b>                                                                                                      |                                                |                            |
| Revision for June test                                                                                            | - Receive revision booklet.                    |                            |
| - Hand out revision booklet.                                                                                      | - Bring in any sections that pose a challenge. |                            |

## UMLAZI DISTRICT LESSON PLAN

| Assessment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Criteria / Tool                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <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: Learners engage with videos that demonstrate the content they are learning. Learners draw mind maps to show how they understand the content being taught.</b>                                                                                                                                                                                                                                                                                                           |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| <b>Reflection: Use more mind maps to show a different representation of facts.</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |
| <b>Learners engage with videos that demonstrate the content they are learning.</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
| <b>Teacher Surname and Initials: Reddy, Y</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                           |
| <b>Teachers signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                           |
| <b>Departmental Head: Mewadhari, R</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                           |
| <b>Departmental Head Signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |

STAMP

