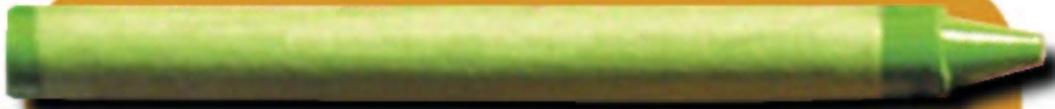




PREHISTORIC PHASE



FOUNDATION PHASE



INTERMEDIATE PHASE



SENIOR PHASE



FET PHASE

TEACHER'S RESOURCE PACK



maropeng™



INTERMEDIATE PHASE

- **Social Sciences** **2**
- **Mathematics** **11**
- **EMS** **16**
- **Natural Sciences** **27**
- **Technology** **31**
- **Arts and Culture** **36**
- **Life Orientation** **40**

INTERMEDIATE PHASE

Social Sciences



Learning Area: **Social Sciences**

Theme: **Zone 8: Humans emerged**

Grade 4

Pages 3,4 and 5

Assessment standards:

Geography 4.1.1 Identifies information from various sources (maps, atlases, books) [finds sources].

Knowledge focus

Geography: Population distribution and density on a global scale (identifying key cities, regions, countries and making comparisons).

History: Oral histories and traditions: finding out about place names, names of rivers, mountains and other landmarks and indigenous environmental practices (core curriculum).

Grade 5

Pages 3,4 and 6

Assessment standards:

Geography 5.1.1 With guidance, selects and uses sources of useful geographical information (including graphs, maps and fieldwork outside the classroom).

Knowledge focus

History Early Southern African societies until 1600: how the environment shaped these societies, social organisation, appropriate technologies, stories exploring systems of belief, co-operation and conflict:

- hunter-gatherer societies;
- herders; • African farmers.

Grade 6

Pages 3,4, 7 and 8

Assessment standards:

Geography 6.1.1 Identifies sources of information, including simple statistics, to help answer the question about a social or environmental issue or problem.

Knowledge focus

History

Organisation of African societies:

- kingdoms of Southern Africa:
- Mapungubwe,
- Thulamela,
- Great Zimbabwe;
- cattle, gold, ivory and iron.

Background knowledge

Africa is the birthplace of humankind. This is where our collective umbilical cord lies buried. Hominids – the ancestors of modern humans – first emerged about 7-million years ago, in Africa. Many significant fossil finds have been made in the Cradle of Humankind World Heritage Site, including the famous fossils “Mrs Ples” and “Little Foot”. The first stone tools were made and used in Africa, at least 2.6-million years ago. Let us go and visit.....

Read the following:

Processional Way

All of humanity shares an African heritage. We are one, diverse species across the globe, with our roots in Africa.

Maropeng (Grades 4-6)

Before visiting Maropeng, give learners a map of the Cradle of Humankind. Learners should use the road atlas to work out a route from their school to Maropeng.

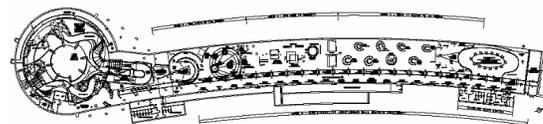


After arriving at Maropeng, give learners a map of the exhibition. Before going to the exhibition, the teacher will ask learners questions regarding the map. [Look at this map. What do you see? What do you think we are going to learn about today? Where do you think the entrance is? Where do you think the exit is? Why do you say so? What do maps tell us?] Learners paste stickers on map (representing map symbols) to identify certain sections (e.g. the fossil area will have a sticker with a fossil on it).

Grade 6

What do you think people used to dig up food stuffs such as bulbs, over 2-million years ago?

What was this tool made out of?



Let us explore more!

Maropeng

Add a few new symbols to show the following places on the Maropeng Map.

- museums
- monuments
- historical places

Your teacher will give you a 'sticker' with pictures of various areas. For example, the fossil area will have a 'sticker' with a picture of a fossil display on it. Stick your 'stickers' on the corresponding areas on your map (see next page) so you can identify them at a later stage.



Maropeng's history is interesting because

- Back in class write a few sentences on each area.
- Give your map to your friend. Ask your friend if it is easy to find the different areas.

Activity 1:
Mapwork

1. Not achieved	2. Partial achievement	3. Satisfactory achievement	4. Outstanding/excellent achievement
1-34	35-49	50-69	70-100
Cannot use a map.	Needs more support in using a map.	Uses a map to find information. (4.2.1) (History) (4.1.1) (Geography)	Draws own map.

Learning Outcome 1: GEOGRAPHICAL ENQUIRY: The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.

Map: Part 1

Key:



Interactives



The boat ride



The boat ride



Original fossil display



Fossil in ball



Fire



Original fossil display



The path to humanity



Exit



Cloudscape



Bathrooms



Food outlet



What it means to be human



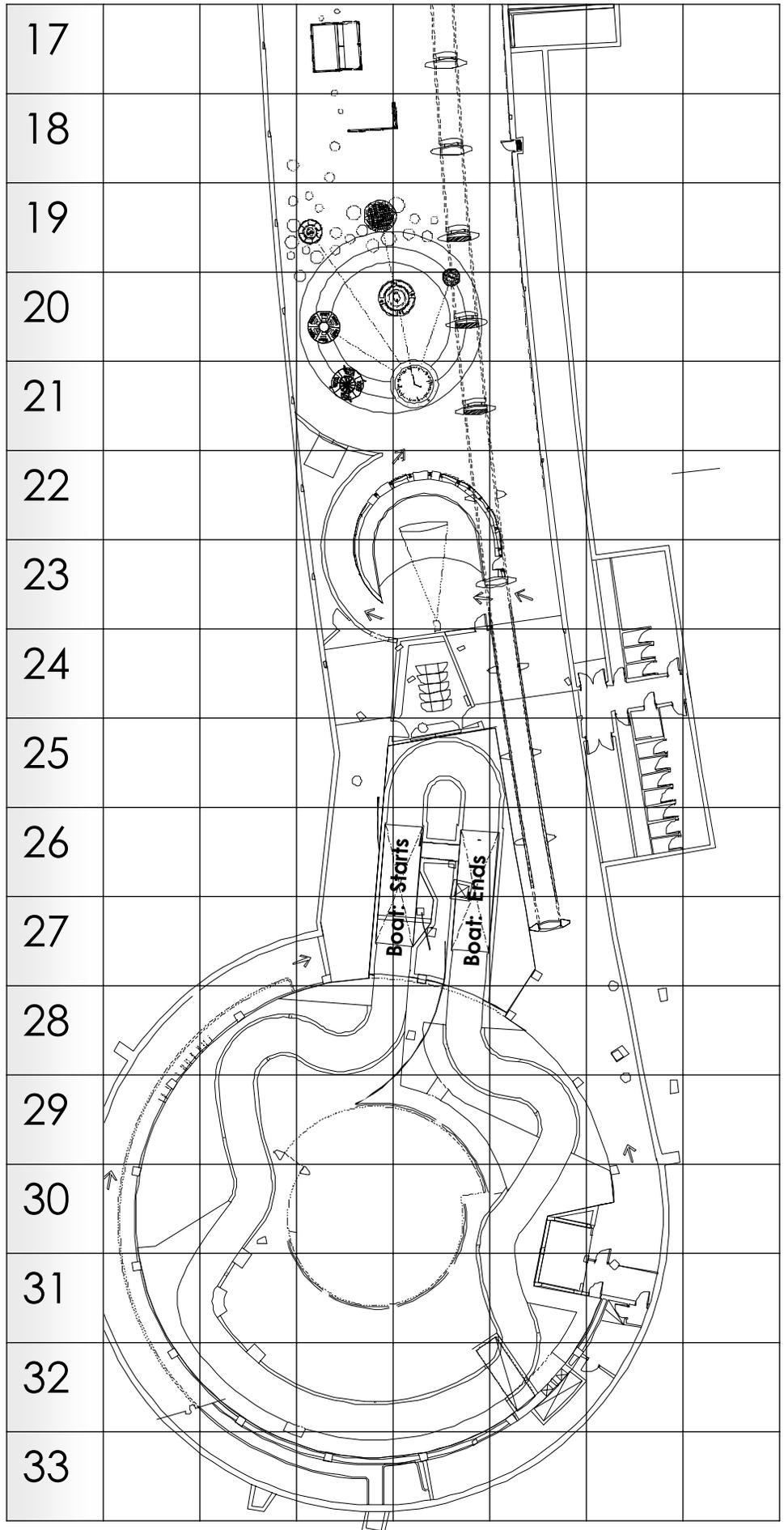
Entrance



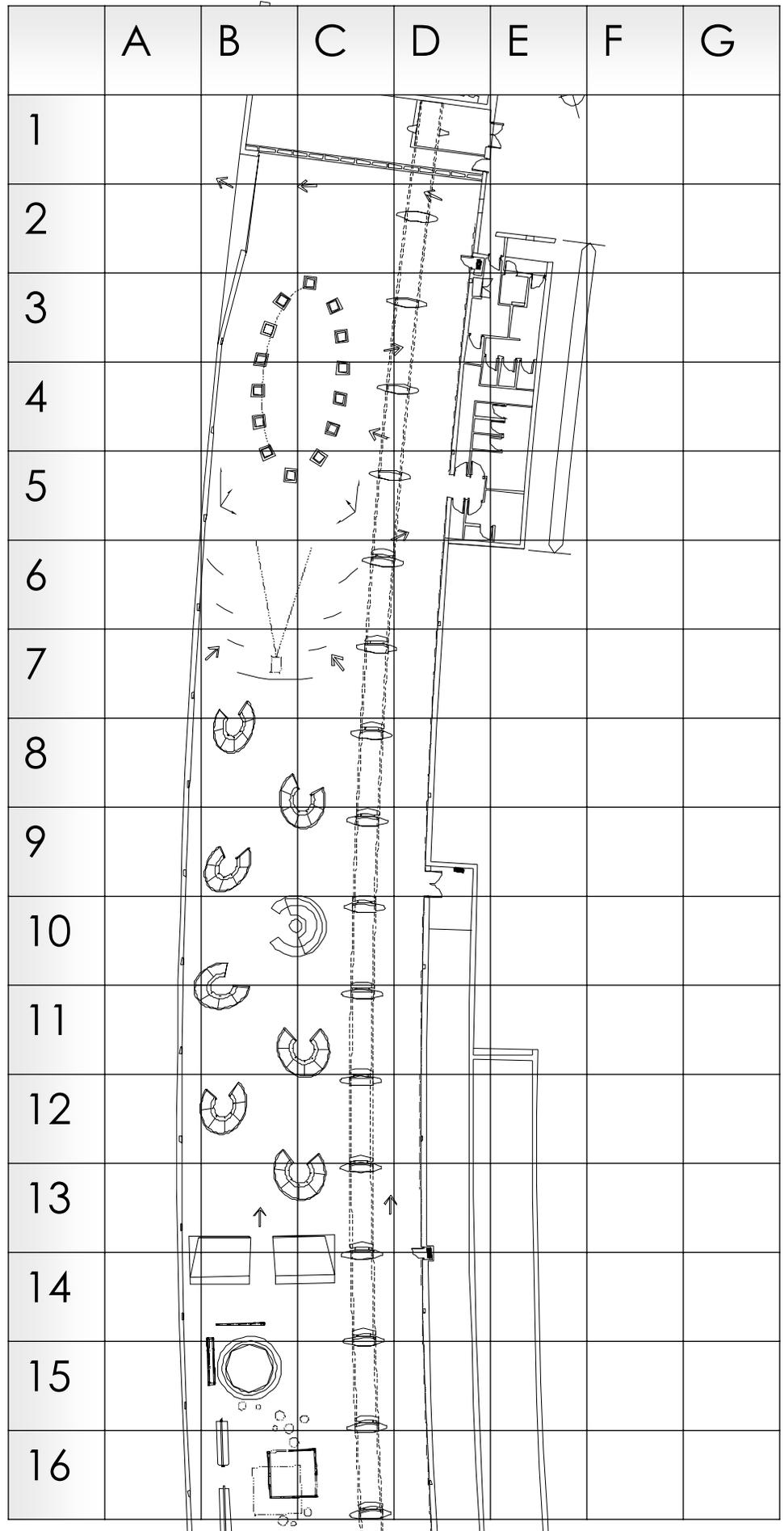
The birth of the cradle



Display balls



Map: Part 2

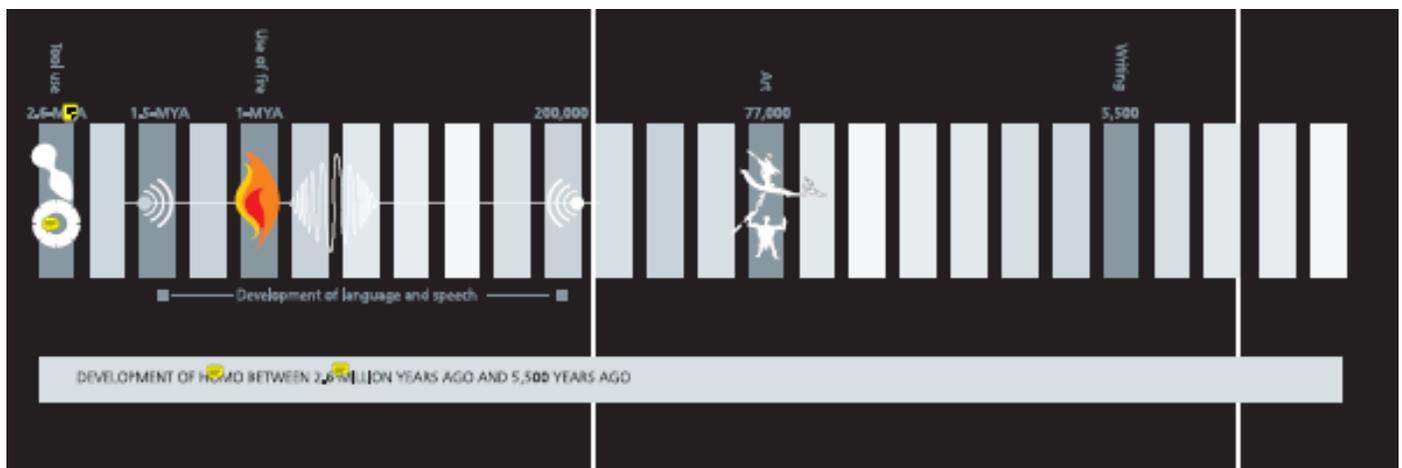


Learning Area: **Social Sciences****Grade 5**

We have learned about Early Southern African societies which existed until 1600: the hunter-gatherers, the herders and the African farmers. We have looked at how the environment shaped these societies, their social organisation and the technologies they used. We have learned stories that explore systems of belief and we have learned about co-operation and conflict in societies.

Let's learn more about the development of people.

- What is a timeline?
- What does YA mean?
- What does this timeline tell us?



You have learned about timelines. It is now time to find more information on Early South African societies and draw a timeline that illustrates the development of each society.

Learning Outcome 1: HISTORICAL ENQUIRY: The learner will be able to use enquiry skills to investigate the past and the present.

Background knowledge

Manufacturing begins

Between 3-million and 2.6-million years ago, hominids began displaying a trait different to any other animal. They began to chip away at stones, using other stones, to make tools with sharp edges: manufacturing had begun. Millions of these chipped stones, and the flakes they produced, are strewn across Africa.

Cut above the rest

Tool technology enabled hominids to enhance their diet. They were able to break open bone to extract marrow or process tough vegetation. They were also able to cut branches and sharpen sticks. The use of digging sticks enabled our ancestors to gather nutritious underground foods such as tubers. At Olduvai Gorge in Tanzania and at Swartkrans in the Cradle of Humankind, cut marks made by stone tools on animal bone have been discovered. But tooth marks on the bones indicate that they were chewed on first by carnivores. This could mean that tools were used on scavenged carcasses, although the interpretation of such damage to bone is difficult.

Oldowan technology

The oldest known stone tools are from Gona in Ethiopia and were made about 2.6-million years ago, probably by early *Homo*. The earliest stone tools were mostly small quartz or lava pebbles that were shattered to create sharp-edged implements. These implements are called Oldowan tools, after Olduvai Gorge in Tanzania, where they were first discovered. Oldowan tools include both chopper-like core tools, useful for breaking bone to extract marrow and possibly working wood, and simple flakes suitable for various butchery tasks.

Core tools were made from the rock cores off which stone flakes were struck. Over time, our ancestors preferred to use the flakes for tools.

Hominids chose their materials carefully, selecting suitable rock types for making stone artefacts. Volcanic rock was used in East Africa, while quartz, quartzite and chert were the most popular materials for stone tools in the Cradle of Humankind. Quartz is brittle but sharp and crystalline, and can be fractured easily.

In the Oldowan industry there is no evidence yet of hominids flaking regularly to predetermined patterns. Choosing the right material reflects an awareness of the properties of locally available rocks.

Many animals use or modify objects to accomplish tasks. For example, sea otters can break mollusc shells with rocks, and birds can use twigs or palm fronds to build nests. Chimpanzees and capuchin monkeys modify grass stems to poke termites from mounds, and can use stones to crack open nuts.

Early hominids could have displayed similar kinds of behaviour, using naturally broken pieces of rock as tools. The earliest stone tools used by our hominid ancestors may be indistinguishable from natural rocks.

Acheulean Technology

Acheulean stone tool technology was developed by *Homo ergaster* about 1.7-million years ago. The technology is named after St Acheul in France where flint hand-axes were found by Boucher de Perthes in the 1830s and 1840s. The Acheulean tools *Homo ergaster* made were relatively large and included hand-axes, picks and cleavers, all of which they flaked on at least two faces (hence the term bifacial). Acheulean hand-axes were probably used for many purposes. They may have been used as butchery tools or heavy-duty knives. They are efficient at slicing tough hide and working wood. They have been described as the "all-in-one tool" of the Earlier Stone Age in Africa.

Middle and Later Stone Age technology

Through the Middle and Late Stone Ages, tools became smaller, more refined and designed for specific purposes. The Middle Stone Age lasted from about 200,000 years ago to 30,000 years ago in South Africa. In a transition technology between the Acheulean and the Middle Stone Age, early *Homo sapiens* used the Levallois technique, named after flint tools found in the suburb of Levallois-Perret in Paris, France.

This technique was used to create many flakes of a predetermined size and shape by carefully preparing the core first in order to make tools for specific purposes. The origins of this technique, and of blade and point production, can be traced back to hand-axe times.

There is also evidence of the use of bone tools and engraved imagery in the Middle Stone Age.

Blombos is an important site near Stilbaai in the Southern Cape in South Africa where objects like an engraved rock have been discovered, from deposits dating back 77,000 years.

At this stage humans were beginning to learn how to craft small flakes, points and blades as part of composite tools, such as the tip of a spear.

As the final major advancement in stone technology, in what is referred to as the Later Stone Age, the manufacture of microliths (tiny stone tools) reflects a shift in human thinking towards designing composite tools for a range of specific tasks such as arrowheads and cutting tools.

In South Africa, Later Stone Age technology developed about 40,000 years ago and was used up until historical times. Rock art also mostly dates to the Later Stone Age.

Grade 6: After visiting Maropeng.

Make a poster of the history of tools.

Assessment

Task 1: Using maps

Forms/ Techniques: Poster

Method: Self assessment

Tools: Rubric

Learning Outcome 1: HISTORICAL ENQUIRY: The learner will be able to use enquiry skills to investigate the past and the present.

- What is a fact?
- What is an opinion?

Sometimes it can be very hard to tell whether something is a fact or an opinion.

One good way to learn the difference between fact and opinion is to study some examples. Look at the examples below and say if each one is a **fact** or an **opinion**.



The Earth is a planet on which animals and plants live.
Earth is the most beautiful planet in the solar system.



It will be a sunny day tomorrow.
It rained yesterday.



Drinking unclean water will make you ill.
Drinking unclean water may make you ill.

Facts

Facts are neither good nor bad.
Facts are neither positive nor negative.
Facts are simply facts.

Opinions

Everyone has opinions.
Opinions are what people THINK is true.

Each of us has unique DNA which makes us different.
My DNA is better than yours.

Americans eat approximately 100 acres of pizza each day, or 350 slices per second.

Pizza tastes nice.

In 19 out of 44 African countries, more than half of all children will not complete primary school.
Children don't complete primary school because they are lazy.

1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/Excellent Achievement
1-34	35-49	50-69	70-100
Does not know what a fact or an opinion is.	Needs some support to distinguish between a fact and an opinion.	Can distinguish between a fact and an opinion. (5.1.2)	Knows everyone has an opinion. Can write an opinion on any topic.

Learning Outcome 1: GEOGRAPHICAL ENQUIRY: The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.

Which statement fits with which word? One has been done for you.

Facts	Neither good nor bad
	What people think happens
Opinions	Neither positive nor negative
	Everyone has one

Say if the following is a fact or an opinion. Why?

- The Mrs Ples fossil was found by Robert Broom and John Robinson in 1947.
- Mrs Ples is the most famous fossil ever found.
- Charles Darwin published *On the Origin of Species* in 1859.
- South Africa is a beautiful country.
- Little Foot fell into the Silberberg Grotto at Sterkfontein because he was running away from a predator.
- Humans are omnivores – they eat just about anything, including fruit, vegetables and meat.
- Everyone likes eating meat.
- "I like eating vegetables."

INTERMEDIATE PHASE

Mathematics



Learning Area: **Mathematics**Theme: **Numbers tell us ...****Grade 4**

Pages 12 and 13

Assessment standards:

4.1.4 Recognises the place value of digits in whole numbers to at least four-digit numbers.

4.3.8 Locates position on a coded (labelled) grid.

Background knowledge

The universe was formed about 14-billion years ago. The Earth is about 4.6-billion years old. What does billion mean? What does million mean? Let us go and explore more numbers.

Activity

[Today you are going to work in pairs. You need to find two-, three- and four-digit numbers. What is a two-digit number? Three-digit? Four-digit?]

[You also need a map.] The teacher hands out the maps, which show only part of the Maropeng Visitors' Centre. Ask learners to identify the area that is covered by the map.

[You are ready! You need to find as many sentences, headings and/or phrases that contain numbers as you can. Only one pair of learners can be at one place at a time. Take turns reading the sentence out, but do not say the number or numbers. Make a little cross on your map and write the number next to it.]

After 10 minutes, the teacher calls learners to a central place. [Did it make sense when you read the sentence/ heading or phrase without the number? What do the numbers tell us? What are the numbers doing there? Are they measuring something, telling time, or representing a group?]

Learners must sit and face a friend. Taking turns, each learner must read the number to his or her friend and she or he must try to recall the sentence/phrase or heading.

Grade 5

Pages 12 and 14

Assessment standards:

5.1.4 Recognises the place value of digits in whole numbers to at least six-digit numbers.

5.3.8 Locates position on a coded (labelled) grid including maps and traces a path between positions following verbal and written instructions.

The boat ride. Learners get ready to go on to the boat ride. The boat ride will be 91,8m.



How long is 91,8m?

Possible answers: Almost 92 big steps. Almost the same length as a soccer or rugby field. [What is 91,8m in cm? mm?]

Grade 6

Pages 12 and 15

Assessment standards:

6.1.4 Recognises the place value of digits in whole numbers to at least nine-digit numbers.

6.3.8 Locates positions on a coded grid, describes how to move between positions on the grid, and recognises maps as grids.

Assessment**Task 1: Number Activity at Maropeng**

Forms/Techniques: Practical Activity **Method:** Question and Answer **Tools:** Rubric

Task 2: Maropeng Map Activity

Forms/ Techniques: Map **Method:** Group Assessment **Tools:** Rubric

Activity

Do the same type of activity as in Grade 4 but use five- and six-digit numbers.

Activity

Do the same type of activity as in Grade 4 but use seven-, eight- and nine-digit numbers.

Importance of numbers

After sharing what they have found, ask learners to imagine Maropeng without numbers.

- What would it be like?
- How would things be different?
- How would the past and the future be recorded?

Give learners a few minutes to think and share their thoughts.

Back to the classroom

Have learners draw a picture showing an example of something they saw at Maropeng.

Display the drawings in the classroom so that learners are reminded of the importance of numbers at Maropeng.



Learning Area: **Mathematics**

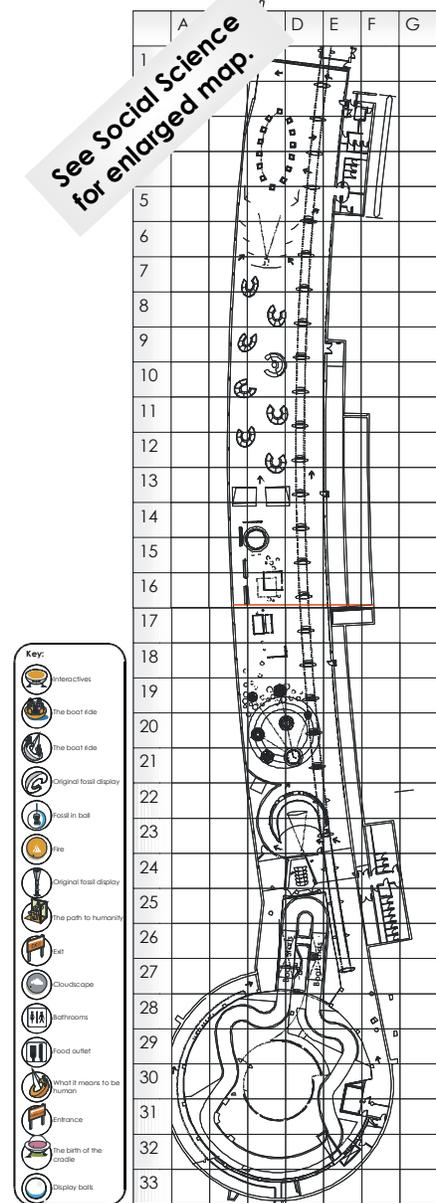
Grade 4

4-Digit Numbers and Maps

Your teacher will explain to you how you are going to use the map you used in Social Sciences. Answer the following questions after doing the activity at Maropeng.

1. Where did you find the largest (4-digit) number? (Write down on the grid reference.) What does this number tell you?
2. Where did you find the smallest (4-digit) number? What does this number tell you?
3. Where did you find information on fossils? Was that the only place?
4. Where can I listen to various things? What can I listen to?
5. What can I find in D26?
6. Where is the clock? What does the clock tell you?
7. Circle the areas with the largest (4-digit) and smallest (4-digit) numbers. Explain to your friend in writing how you will get from the largest to the smallest number.
8. Order your numbers from smallest (4-digit) to largest (4-digit). Direct your friend from the smallest to the largest number. As soon as your friend gets to the number, he or she should tell what they can remember about that number.

See Social Science for enlarged map.



4 567 3 201 1 000
 9 999

	1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/Excellent Achievement
Activity 1: Numbers at Maropeng	1-34	35-49	50-69	70-100
	Cannot recognise numbers to seven-digit numbers.	With some support, learner identifies up to eight-digit numbers.	Recognises numbers up to four digits. (4.1.4)	Recognises numbers with 10 digits and more.
Activity 2: Maropeng Map	Cannot locate a position on a coded grid.	Locates a position on a coded grid with some support.	Locates position on a coded (labelled) grid and traces path and writes it down. (4.3.8)	Draws on the map of Maropeng and labels it.

Learning Outcome 1: NUMBERS, OPERATIONS AND RELATIONSHIPS: The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Learning Outcome 3: SPACE AND SHAPE (GEOMETRY): The learner will be able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.

Learning Area: **Mathematics**

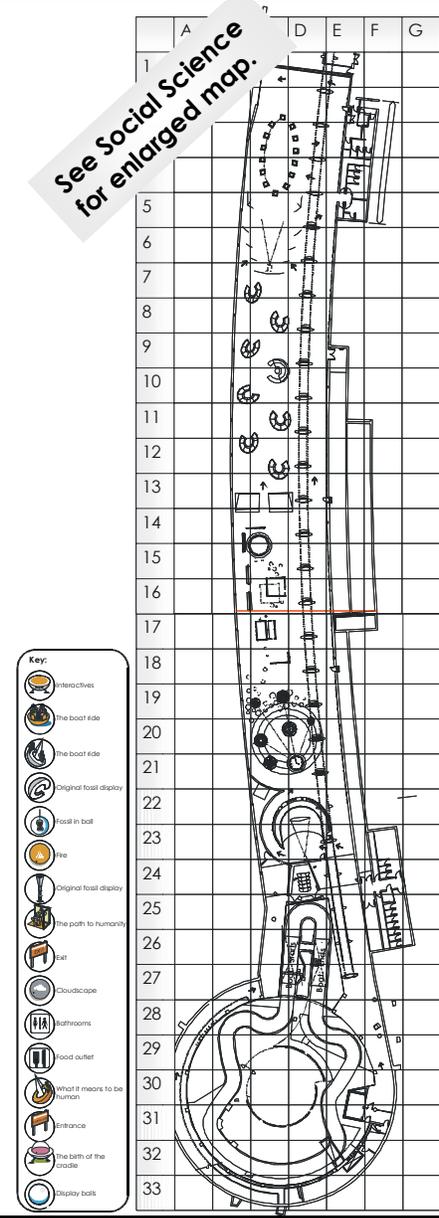
Grade 5

6-Digit Numbers and Maps

Your teacher will explain to you how you are going to use the map you used in Social Sciences. Answer the following questions after doing the activity at Maropeng.

1. Where did you find the largest (6-digit) number? (Write down on the grid reference.) What does this number tell you?
2. Where did you find the smallest (6-digit) number? What does this number tell you?
3. Where did you find information on fossils? Was that the only place?
4. Where can I listen to various things? What can I listen to?
5. What can I find in C4?
6. Where is the clock? What does the clock tell you?
7. Circle the areas with the largest (6-digit) and smallest (6-digit) numbers. Explain to your friend in writing how you will get from the largest to the smallest number.
8. Order your numbers from smallest (6-digit) to largest (6-digit). Direct your friend from the smallest to the largest number. As soon as your friend gets to the number, he or she should tell what they can remember about that number.

See Social Science for enlarged map.



124 567
303 201
100 000
999 999

	1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/ Excellent Achievement
Activity 1: Numbers at Maropeng	1-34	35-49	50-69	70-100
	Cannot recognise numbers to seven-digit numbers.	With some support, learner identifies up to eight-digit numbers.	Recognises numbers up to six digits. (5.1.4)	Recognises numbers with 10 digits and more.
Activity 2: Maropeng Map	Cannot locate a position on a coded grid.	Locates a position on a coded grid with some support.	Locates position on a coded (labelled) grid and traces path and writes it down. (5.3.8)	Draws on the map of Maropeng and labels it.

Learning Outcome 1: **NUMBERS, OPERATIONS AND RELATIONSHIPS:** The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Learning Outcome 3: **SPACE AND SHAPE (GEOMETRY):** The learner will be able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.

Learning Area: **Mathematics**

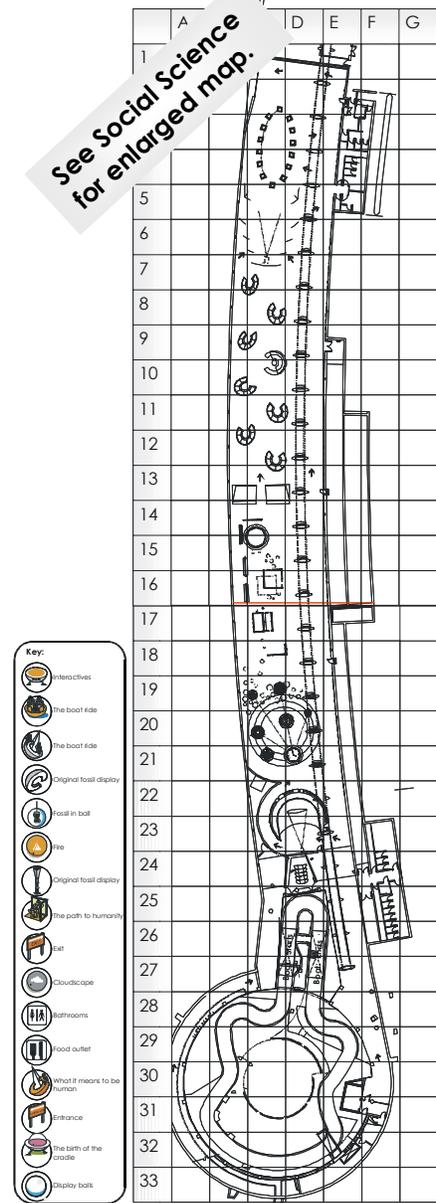
Grade 6

9-Digit Numbers and Maps

Your teacher will explain to you how you are going to use the map you used in Social Sciences. Answer the following questions after doing the activity at Maropeng.

1. Where did you find the largest (9-digit) number? (Write down on the grid reference.) What does this number tell you?
2. Where did you find the smallest (9-digit) number? What does this number tell you?
3. Where did you find information on fossils? Was that the only place?
4. Where can I listen to various things? What can I listen to?
5. What can I find in D22?
6. Where is the clock? What does the clock tell you?
7. Circle the areas with the largest (9-digit) and smallest (9-digit) numbers. Explain to your friend in writing how you will get from the largest to the smallest number.
8. Order your numbers from smallest (9-digit) to largest (9-digit). Direct your friend from the smallest to the largest number. As soon as your friend gets to the number, he or she should tell what they can remember about that number.

See Social Science for enlarged map.



124 567 345

303 201 902

100 000 000

999 999 999

345 101 309

	1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/ Excellent Achievement
Activity 1: Numbers at Maropeng	1-34	35-49	50-69	70-100
Activity 2: Map	Cannot recognise numbers to seven-digit numbers.	With some support, learner identifies up to eight-digit numbers.	Recognises numbers up to nine digits. (6.1.4)	Recognises numbers with 10 digits and more.
	Cannot locate a position on a coded grid.	Locates a position on a coded grid with some support.	Locates position on a coded (labelled) grid and traces path and writes it down. (6.3.8)	Draws on the map of Maropeng and labels it.

Learning Outcome 1: NUMBERS, OPERATIONS AND RELATIONSHIPS: The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Learning Outcome 3: SPACE AND SHAPE (GEOMETRY): The learner will be able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.

INTERMEDIATE PHASE

EMS



Learning Area: **Economic and Management Sciences**

Theme: Zone 8: **Sustainability: All about us**

Grade 4

Pages 17 - 21

Grade 5

Pages 17,18, 22 and 23

Grade 6

Pages 17, 18, 24, 25 and 26

Assessment standards:

4.2.3 Identifies the local community's efforts in fighting poverty (e.g. RDP, urban renewal and rural development projects).

4.4.4 Differentiates between the entrepreneurial actions of buying, selling and producing.

Assessment standards:

5.2.3 Explores personal steps and attitudes to improve the standard of living (e.g. developing entrepreneurial skills, using time and resources productively in promoting a healthy environment).

5.4.4 Generates entrepreneurial actions to meet own community needs (e.g. co-operatives, loan societies).

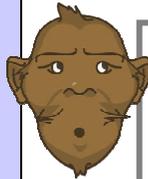
Assessment standards:

6.2.3 Identifies steps that can be taken by the government to redress historic imbalances and poverty (e.g. redistribution of resources, gender equity, capacity building, restoring people's dignity, creating opportunity and empowerment).

6.4.4 Develops and implements a simple business plan for a trading or service business that could be operated from school or from home.

Background knowledge

Humans are the most mobile species on Earth. We are able to travel from one side of the world to the other faster than the speed of sound, thanks to our inventions. We've populated almost every dry part of the planet, from mountain tops to islands. We have built massive cities to live in, some home to more than 10-million people. Our migratory instincts are strong. But migration isn't always voluntary and often arises out of conflict, often over resources. Let us visit the sustainability section.



Ecological footprint

Have you ever noticed your footprints in the sand? When you step, you leave a mark which can last a long time after you have left it.

In the same way, humans place pressure on the environment by the way they live their lives. Scientists came up with the idea of the "ecological footprint" to show how hard we tread on the Earth's resources.

If you are careful about the amount of electricity and fuel you use, the types of food you eat, the amount of water you use and the amount of waste you produce, you could have quite a small footprint – which is good for the environment. But if we all live by consuming too many of the Earth's resources, the Earth won't be able to recover in time to support the lifestyles of future generations.

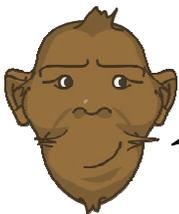
[Let us walk along the sustainability wall.] The teacher will give each pair or small group of learners a big footprint and a small footprint. On answering questions (based on their school environment) standing at the area in column A, learners lift the small foot – for looking after the environment and lift the big foot for not looking after the environment.

Move to the big sign "Local is lekker"**

(*Lekker = Afrikaans for "good")

[What is not so lekker about your community?]

What is lekker about your local community?



A. Area	Grades 4-6 (Answer by lifting a foot)	Grade 4	Grade 5	Grade 6
Gaia	Do people cut down trees in your area?	Do you think planting trees can fight poverty? Why?	If people are not looking after trees, how would you change their attitudes?	What 'opportunities' can trees create?
Nourishment	Do people waste food in your area?	Do you think making compost of food is a good idea? Why?	If wasted food is not laying around but going onto a compost heap, what health benefits will it have?	What opportunities are there in compost-making? Can boys and girls make compost?
Water of life	Do children waste water?	What will happen if people stop wasting water?	What will you do to change people's minds about wasting water?	What career opportunities are there in water?
The air we breathe	Do you notice air pollution?	What will happen if there is less air pollution?	How can you stop air pollution?	What career or sport opportunities are there in 'air'?

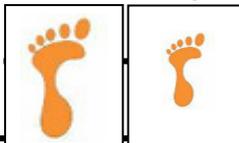
		<p>Assessment</p> <p>Task 1: Feet activity at Maropeng</p> <p>Forms/ Techniques: Description Method: Question and answer Tools: Rubric</p> <p>Task 2: Being an entrepreneur (Classroom)</p> <p>Forms/ Techniques: Written presentation Method: Group assessment Tools: Rubric/Worksheet</p>
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See page 45

Learning Outcome 2: SUSTAINABLE GROWTH AND DEVELOPMENT: The learner will be able to demonstrate an understanding of sustainable growth, reconstruction, and development, and to reflect critically on related processes.
 Learning Outcome 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS: The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

Can you still remember all the things you saw on the sustainability wall at Maropeng?

Do you agree with the statements below?



Can you still remember what the big and small footprints mean? Underline in red all the things on this page that you think were caused by "a big footprint".



- Poverty is hunger.
- Poverty is lack of a home.
- Poverty is being sick and not being able to see a doctor.
- Poverty is not having access to school and not knowing how to read.
- Poverty is not having a job, fearing for the future, and living one day at a time.
- Poverty is losing a child to illness brought about by unclean water.
- Poverty is powerlessness, lack of freedom.

Answer "Yes" or "No" to the questions to see if you experience poverty in your community. In the last column say how you think the situation can be improved or, if your community has already tried to improve it, give some examples.

Question	Yes or No	How could you improve it? How is the community improving it?
Are there people in your community who are hungry? (Example: people who scratch in dustbins for food.)		
Are there people without houses? (Example: people sleeping under bridges or on the pavement.)		
Do you know of people who are sick and cannot go to the doctor?		
Are there children who cannot go to school because of problems with money?		
Are there people in your community who do not have a job but can work?		
Does everybody in your community have access to clean water?		

What is happening in the Maropeng community? How many jobs will be created at Maropeng and what impact will this have on the economy of the area?

According to the Premier of the Gauteng Province, Mbhazima Shilowa, "We have invested more than R160-million in the area. Together with the private sector we have created work opportunities – temporarily and permanently – for more than **9 000** people. We have changed lives for the better. Above all, we have altered the economy of what was once the least developed area in the province."

Learning Outcome 2: SUSTAINABLE GROWTH AND DEVELOPMENT: The learner will be able to demonstrate an understanding of sustainable growth, reconstruction, and development, and to reflect critically on related processes.

Learning Outcome 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS: The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

Learning Area: **Economic and Management Sciences**

Grade 4

How do you think the things you have learned at Maropeng can help you in this activity?

What is entrepreneurial action?

Entrepreneurial action is a plan in detail. The idea is to have a document called a **business plan**.

The idea is to be **well organised**, fully aware at all times of what you're doing and what the next **step** you should take is.

Remember, **not all business plans are the same**.

As an entrepreneur, you have to act efficiently. Remember, some solutions are difficult and some can even fail, but many can be successful too.

- Come up with a plan to produce something that can be sold to help fight poverty in your community. Use resources that can be found in your community.
- On the next page are a few statements and questions that will help you with your community plan to fight poverty. Remember, an entrepreneur comes up with a plan that is sometimes different, even unique. That is one reason why he or she is successful.
- Before carrying on with the plan on the next page, let's first revise what production is.

What is production?

Oranges Flour Wood Grass

Produce

Did you know? About 95% of oranges grown in Florida are processed into orange juice.

Orange juice Bread Art work Basket

An entrepreneur

Sees an opportunity.

Makes a plan.

Starts a business.

Manages the business.

Receives the profits.

What is your opportunity?

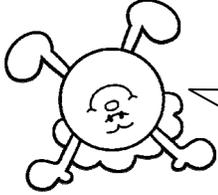
Learning Outcome 2: SUSTAINABLE GROWTH AND DEVELOPMENT: The learner will be able to demonstrate an understanding of sustainable growth, reconstruction, and development, and to reflect critically on related processes.

Learning Outcome 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS: The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

Learning Area: **Economic and Management Sciences**

Grade 4

Maropeng gave me some ideas of how to take action.



It is time to take action!

The business

I am going to produce _____ in order to help my community fight poverty.

Who will I focus on?

The project will focus on helping (mention the people, for example, children) _____ because _____

The project

The project will include myself, _____

I am including them because _____

I will put (invest) the following into the project:

Some of my money because _____

My skills (what I can do): _____

1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/Excellent Achievement
1-34	35-49	50-69	70-100
Cannot identify community efforts to fight poverty.	Can identify community efforts to fight poverty with some support.	Identifies community efforts to fight poverty. (4.2.3)	Writes a paragraph on a community project fighting poverty.
Cannot identify entrepreneurial action.	Identifies entrepreneurial actions with some support.	Identifies entrepreneurial actions. (4.4.4)	Demonstrates some entrepreneurial actions.

Activity 1:
Footprint activity at Maropeng



Activity 2:
Being an entrepreneur

Learning Outcome 2: SUSTAINABLE GROWTH AND DEVELOPMENT: The learner will be able to demonstrate an understanding of sustainable growth, reconstruction, and development, and to reflect critically on related processes.

Learning Outcome 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS: The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

Learning Area: **Economic and Management Sciences**

Grade 5

Maropeng gave me some ideas of how to take action.

Revision (Social Sciences)

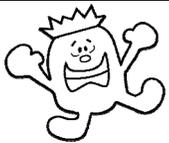
What do you think **standard of living** means? Look at the pictures below. How do you think these people live?

Draw a picture of a house.

Draw a picture of a shack.

If you were a leader in your community, what steps would you take to improve the standard of living in the community? Just brainstorm a few key words. In the next activity, you will write them as a paragraph.

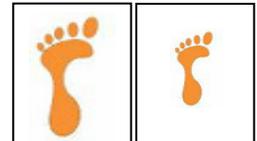
How will you ensure healthy living in your community?



What is healthy living?



Can you still remember what the big and small footprints mean. Write down all the things in your community that have "big footprints" and cause unhealthy situations. Write down all the "small footprints" in your community that promote healthy situations.



Learning Outcome 2: SUSTAINABLE GROWTH AND DEVELOPMENT: The learner will be able to demonstrate an understanding of sustainable growth, reconstruction, and development, and to reflect critically on related processes.

Learning Outcome 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS: The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

Learning Area: **Economic and Management Sciences**

Grade 5

Maropeng gave me some ideas of how to take action.

Use the ideas you brainstormed in the previous activity to write a paragraph on how you as an entrepreneur will take action to improve the standard of living in your community.

The business
I am going to take action to improve my community's standard of living by _____

The people I will focus on
I will focus on _____
Because _____

The project
The project will include myself, (who else?) _____
I am including them because _____

I will put (invest) the following into the project:
Some of my money because _____
My skills (what I can do), such as _____

1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/Excellent Achievement
1-34	35-49	50-69	70-100
Cannot explore personal steps in improving standard of living.	Needs more support.	Explores personal steps to improve standard of living. (5.2.3)	Comes up with an action plan to improve standard of living.
Cannot generate entrepreneurial actions.	Generates entrepreneurial actions with some support.	Generates entrepreneurial actions. (5.4.4)	Writes own entrepreneurial plan.

Activity 1: Footprint activity at Maropeng

Activity 2: Being an entrepreneur

Learning Outcome 2: SUSTAINABLE GROWTH AND DEVELOPMENT: The learner will be able to demonstrate an understanding of sustainable growth, reconstruction, and development, and to reflect critically on related processes.
Learning Outcome 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS: The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

Learning Area: **Economic and Management Sciences**

Grade 6

Maropeng gave me some ideas of how to take action.

Say if you would do the following when you start your business, and why or why not?

- I will only appoint boys.
- I will never make a girl a leader or manager.
- I will only appoint managers from one culture.
- I will only appoint people who like the same things as me.
- Only people from a specific religion will work for me.

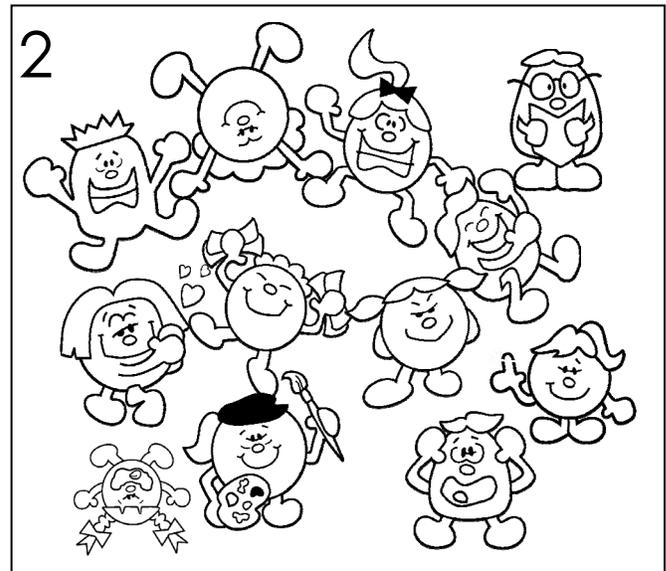
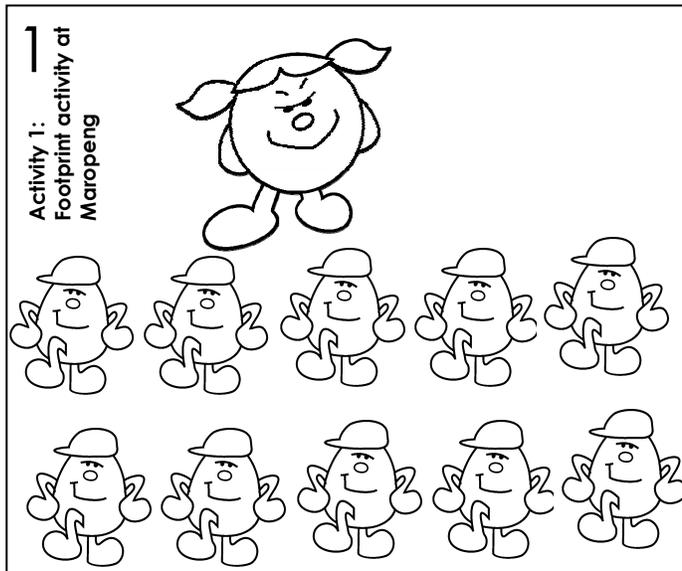


Can you still remember what the big and small footprints means? Are people part of the environment? In this activity the big footprint means harming people and the small footprint means equality. Are the statements on the left small or big footprints. Why?

Answer the following questions:

Imagine you have only the type of people listed above in your business. What will the implications be? (What might happen?)

What do you want your business to look like? Choose one picture and explain your answer.



Activity 2: Being an entrepreneur	1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/Excellent achievement
	1-34	35-49	50-69	70-100
	Cannot identify historical imbalances.	Needs more support.	Identifies historical imbalances. (6.2.3)	Explains how historical imbalances lead to poverty.

Learning Outcome 2: SUSTAINABLE GROWTH AND DEVELOPMENT: The learner will be able to demonstrate an understanding of sustainable growth, reconstruction, and development, and to reflect critically on related processes.

Learning Outcome 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS: The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

Maropeng gave me some ideas of how to take action.

What will you do if somebody gives you the opportunity to roll out your business plan in various parts of South Africa?

It is now time to answer the question. Some of the answers on the left will help you.

Revision time

Before answering the above question we need to do some revision. Answer the following questions. Also make drawings to support your answers.

- What is a consumer?

- What is a producer?

- What is a product?

- What is a service?

- What are historical imbalances?

What is a business plan?

How would you make your business “proudly South African”?

<http://www.proudlysa.co.za/>

When is proudly South African week this year?

**Activity 1:
Business Plan**

1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/Excellent Achievement
1-34	35-49	50-69	70-100
Cannot develop and implement a business plan.	Needs more support.	Develops and implements a business plan. (6.4.4)	Shows what he or she will do with profits.

Learning Outcome 2: SUSTAINABLE GROWTH AND DEVELOPMENT: The learner will be able to demonstrate an understanding of sustainable growth, reconstruction, and development, and to reflect critically on related processes.

Learning Outcome 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS: The learner will be able to develop entrepreneurial knowledge, skills and attitudes.

INTERMEDIATE PHASE

Natural Sciences



Learning Area: **Natural Sciences**Theme: **Fossils****Grade 4**

Pages 28 and 29

Assessment standards:

4.2.2 Categorises information:

Sorts objects and organisms by a visible property.

(4.1.1-4.1.3) Plans, conducts and evaluates investigation.

Background knowledge

Life first emerged about 3.8-billion years ago. Our journey begins in South Africa, where fossils of some of the earliest known life forms on Earth have been found. Let us go and explore fossils ...

South Africa has a rich fossil record of animals and plants which lived many millions of years ago. Many of those animals and plants were different from the ones we see nowadays. Some plants and animals nowadays have strong similarities to fossils of ancient plants and animals. We infer from the fossil record and other geological observations that the diversity of living things, natural environments and climates were different in those long-ago times. (Reference: Natural Science Curriculum, Chapter 5)

What do fossils tell us?

Since 1924, when the skull of the Taung Child was found at Taung, in the North West province, fossil finds at the Cradle of Humankind have offered scientists glimpses into our distant past.

The *Australopithecus africanus*, Mrs Ples, found in 1947 at Sterkfontein, helped prove to the sceptical scientific community that humans originated in Africa.

More recently, the 1997 discovery of the near-full skeleton of Little Foot, an as yet unnamed *Australopithecus* species, will shed more light on the lifestyle of our human ancestors that lived more than 3-million years ago.

Grade 4: What are fossils?

Grade 5: How are fossils formed?

Grade 6: What do fossils tell us?

**Grade 5**

Pages 28, 29 and 30

Assessment standards:

5.2.2 Categorises information:

Creates own categories of objects and organisms, and explains own rule for categorising.

(5.1.1-5.1.3) Plans, conducts and evaluates investigation.

What are fossils?

Fossils are the remains of plants and animals that have been preserved in sedimentary rocks. Fossils are generally rare. For every animal that dies, its chances of becoming fossilised are estimated to be less than one in a million. But at the Cradle of Humankind, the chances are greater because the area has the right mix of conditions that promote fossilisation.

Activity

We are going to do an investigation.

Before the investigation (plan)

Give the learners the title of Science Investigation.

In groups investigate the following:

- How are fossils formed?
- How are caves formed?

[How will you do this investigation?

What will you need to use?

What do you think you will, or might, discover?]

After the investigation (evaluate and draw conclusions)

What did you discover?

Can you try to explain why it happens or happened in this way?

What did you learn from the investigation?

If you could do the investigation again, would you change anything about the way you conducted it?

Explain what and why.

Grade 6

Pages 28 and 29

Assessment standards:

6.2.2 Categorises information:

Categorises objects and organisms by two variables.

(6.1.1-6.1.3) Plans, conducts and evaluates investigation.

How are fossils formed?

For a fossil to be successfully formed and found, a number of steps have to take place in succession. One missed step, and the ancient remains of an animal or plant will either not be preserved, or not be discovered.

Fossils are formed when minerals such as calcium carbonate envelope or replace bones and other organic matter, hardening or casting them within a rock matrix, such as breccia, that remains unchanged for millions of years.

If the sediment is composed of the right minerals, it can suffuse through the bones and organic material, making them as hard as rock in a process called "mineralisation". Over millions of years, these fossils are covered by layers of new rock and sediments.

Finally, either through natural occurrences, like erosion, earthquakes or human activity, such as limestone mining, the fossils can become exposed again, giving scientists a window to our past.

Assessment**Task 1: Fossil investigation****Forms/ Techniques:** Practical activity**Method:** Question and answer**Tools:** Rubric**Task 2: Categorising fossils****Forms/ Techniques:** Worksheet**Method:** Self assessment **Tools:** Rubric

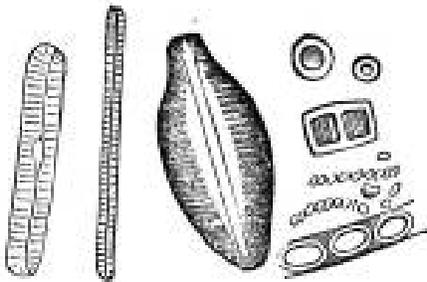
Learning Area: **Natural Sciences**

Grades 4-6

At Maropeng you have learned about fossils. Fossils can be divided into two categories: **body parts** (bones, claws, teeth, skin, embryos, etc.) and **traces** (footprints, nests, dung, toothmarks, etc.)

Body parts	Traces

Look at the pictures below and put each one in the correct category above. Explain your choice of category for each one. Can some pictures fall under both categories? Why or why not?



1



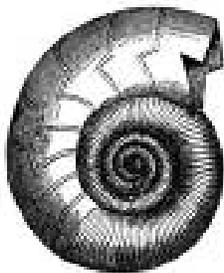
2



3



4



6



7



8

Activity 1: Investigation
Activity 2: Maropeng Map

1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/Excellent Achievement
1-34	35-49	50-69	70-100
Cannot plan, conduct and evaluate investigations.	Needs more support with investigations.	Plans, conducts and evaluates investigation. (5.1.1 – 5.1.3)	Writes a report on investigation. (Languages)
Cannot recall information.	Can recall information but needs support in how to categorise it.	Can recall and categorise information. (5.2.1 and 5.2.2)	Can describe what he/she did and explain why.

Learning Outcome 1: **SCIENTIFIC INVESTIGATIONS:** The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific, technological and environmental contexts.
Learning Outcome 2: **CONSTRUCTING SCIENCE KNOWLEDGE:** The learner will know and be able to interpret and apply scientific, technological and environmental knowledge.

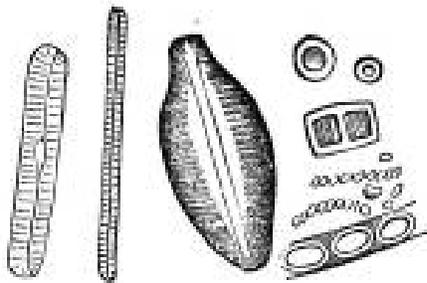
Learning Area: **Natural Sciences**

Grade 5

At Maropeng you have learned about fossils. Fossils can be divided into two categories: **body parts** (bones, claws, teeth, skin, embryos, etc.) and **traces** (footprints, nests, dung, toothmarks, etc.)

Body parts	Traces

Look at the pictures below and put each one in the correct category above. Explain your choice of category for each one. Can some pictures fall under both categories? Why or why not?



1



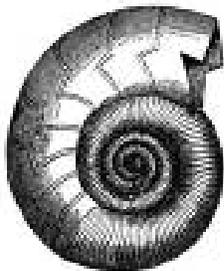
2



3



4



6



7



8

Activity 1:
Investigation

Activity 2:
Maropeng
Map

1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/Excellent Achievement
1-34	35-49	50-69	70-100
Cannot plan, conduct and evaluate investigations.	Needs more support with investigations.	Plans, conducts and evaluates investigation. (5.1.1 – 5.1.3)	Writes a report on investigation. (Languages)
Cannot recall information.	Can recall information but needs support in how to categorise it.	Can recall and categorise information. (5.2.1 and 5.2.2)	Can describe what he/she did and explain why.

Learning Outcome 1: **SCIENTIFIC INVESTIGATIONS:** The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific, technological and environmental contexts.

Learning Outcome 2: **CONSTRUCTING SCIENCE KNOWLEDGE:** The learner will know and be able to interpret and apply scientific, technological and environmental knowledge.

INTERMEDIATE PHASE

Technology



Learning Area: **Technology**

Theme: **Products of the past**

Grade 4

Pages 32 - 35

Assessment standards:

4.3.1 Indigenous Technology and Culture

4.3.1.1 Describes how local indigenous cultures have used scientific principles or technological products for specific purposes.

4.3.2 Impact of Technology

4.3.2.1 Expresses opinions about how technological products make people's lives easier.

4.3.3 Bias in Technology

4.3.3.1 Expresses reasons why certain groups of people might be disadvantaged when using technological products.

Background knowledge:

Technological products make our lives easier.

Activity: Grade 4

Where can you find more information on Dodos?

The Dodo is a famous example of extinction in modern times. The large, flightless bird was discovered on the Indian Ocean island of Mauritius in 1598 by sailors, but was extinct by 1681 – killed by humans and the dogs and pigs they introduced to the island.



Do we still use telephones like these?

Go to the **What Makes Us Human** section and find "The Talker".

Communicate across time and distance

Messages can be carried from one individual to another or many others through words. Recent technologies such as satellites, television, the internet and mobile phones, have allowed us to communicate across the globe to millions of people simultaneously. **Think what life would be like without a cellphone.**

Grade 5

Pages 32 - 35

Assessment standards:

5.3.1 Indigenous Technology and Culture

5.3.1.1 Recognises how products and technologies have been adapted from other times and cultures.

5.3.2 Impact of Technology

5.3.2.1 Identifies possible positive and negative effects of scientific developments or technological products on the quality of people's lives and/or the health of the environment.

5.3.3 Bias in Technology

5.3.3.1 Describes possible consequences that the lack of access to technological products or services might have on certain groups of people.

Activity: Grade 5

The first stone tools were made and used in Africa, at least 2.6-million years ago.

Ask learners to go to **The Path to Humanity**. What other information can you find about stone tools?.

Do we still use stone tools today? What do we use?

What would life be like if humans never invented tools?

Do our tools today look like the stone tools we had 2.6-million years ago?

What role do you think stone tools played 2.6-million years ago?

(Scientists believe that *Homo habilis* was one of the first hominid species that could make and use stone tools, enhancing our ancestors' adaptability and chances of long-term survival.)

Grade 6

Pages 32 - 35

Assessment standards:

6.3.1 Indigenous Technology and Culture

6.3.1.1 Describes similarities in problems and solutions in own and other societies – past, present and future.

6.3.2 Impact of Technology

6.3.2.1 Suggests ways to improve technological products or processes to minimise negative effects on people and/or the health of the environment.

6.3.3 Bias in Technology

6.3.3.1 Suggests how technological products or services can be made accessible to those presently excluded.

Activity: Grade 6

Do you think these things are 'better' today than they were years ago?

How many different things can you find in the exhibition that are different today? (Give learners 15 minutes to look around. Let them sit in a circle and share what they saw.)

Name any product in your house that is different from what your grandmother used.



If you had the opportunity, how would you improve some of the products?

Do all people have this product today? If not, why? What will you do so that they also have access to the more modern product?

Learning Area: **Technology**

Theme: **Products**

Do this activity in groups of two to four. Look at the pictures below and then answer the questions about



What is/was this product used for?

Why was this product designed? What was the need?

What product do we have today to satisfy this same need?

State what materials were used to make this product.

Why do you think these materials were used?

Do you think the choice of materials is good? Why or why not?

If you were to redesign this product, what materials would you use?

Why would you use these materials?

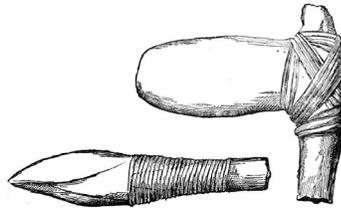
Has the product influenced the quality of life in your community? If so, how?

Learning Outcome 3: TECHNOLOGY, SOCIETY AND THE ENVIRONMENT: **The learner will be able to demonstrate an understanding of the interrelationships between science, technology, society and the environment.**

Learning Area: **Technology**

Theme: **Products**

Do this activity in groups of two to four. Look at the pictures below and then answer the questions about them.



What is/was this product used for?

Why was this product designed? What was the need?

What product do we have today to satisfy this same need?

State what materials were used to make this product.

Why do you think these materials were used?

Do you think the choice of materials is good? Why or why not?

If you were to redesign this product, what materials would you use?

Why would you use these materials?

Has the product influenced the quality of life in your community? If so, how?

Learning Outcome 3: TECHNOLOGY, SOCIETY AND THE ENVIRONMENT: **The learner will be able to demonstrate an understanding of the interrelationships between science, technology, society and the environment.**

Learning Area: **Technology**

Theme: **Products**

Do this activity in groups of two to four. Look at the pictures below and then answer the questions



What is/was this product used for?

Why was this product designed? What was the need?

What product do we have today to satisfy this same need?

State what materials were used to make this product.

Why do you think these materials were used?

Do you think the choice of materials is good? Why or why not?

If you were to redesign this product, what materials would you use?

Why would you use these materials?

Has the product influenced the quality of life in your community? If so, how?

Learning Outcome 3: TECHNOLOGY, SOCIETY AND THE ENVIRONMENT: **The learner will be able to demonstrate an understanding of the interrelationships between science, technology, society and the environment.**

INTERMEDIATE PHASE

Arts & Culture



Learning Area: **Arts and Culture**

Theme: **How the body moves? Look and do**

Grade 4

Pages 37 - 39

Grade 5

Pages 37 - 39

Grade 6

Pages 37 - 39

Assessment standards:

4.1.1 Dance

4.1.1.1 In preparing the body, follows a teacher-directed warm-up and skill-developing ritual, with attention to safe use of the body, for example:

- knees aligned over toes when bending;
- articulation (toe-heel-bend) of the feet and bending knees when landing from jumps; good posture at all times.

4.2.4 Visual Arts

4.2.4.1 Responds to and discusses images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology

4.1.2 Drama

4.1.2.2 Uses the voice and body imaginatively in drama exercises and games.

Assessment standards:

5.1.1 Dance

5.1.1.1 In preparing the body, follows a warm-up ritual that develops co-ordination and control.

5.2.4 Visual Arts

5.2.4.1 Differentiates between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.

5.1.2 Drama

5.1.2.2 Responds to aural, oral, visual, tactile and kinaesthetic stimuli in dramatic games and exercises.

Assessment standards:

6.1.1 Dance

6.1.1.1 In preparing the body, demonstrates increasing skill and understanding of warming up, including:

- the development of spinal flexibility and strength;
- the controlled and relaxed use of the joints, especially the knees, hips and ankles.

6.2.4 Visual Arts

6.2.4.1 Identifies the main purposes and design features of artworks in the home, the community and public places in terms of theme, subject and scale.

6.1.2 Drama

6.1.2.2

Uses African stories to develop dramas that:

- have a clear plot; highlight key moments;
- contain credible characters; use space effectively.

Background knowledge

Life first emerged about 3.8-billion years ago. Our journey begins in South Africa, where fossils of some of the earliest known life forms on Earth have been found. Let us see how the body moves...

Can you move this? How does it move?



Hinge joint

Teacher points to figure: This joint moves similarly to the opening and closing of a door. Show this movement using your knee and then elbow.

Let's get physical: The amazing body



Can you move this? How does it move?



Pivot joint

Teacher turns his or her head. Which joints do you think we use to turn our heads? We call these joints pivot joints. What does pivot mean?

Semi-movable joint

Bend and touch your toes. What helps you to bend? The spine is a semi-movable joint. Why do you think it is a **semi-movable** joint? How is it different from the other joints?

Can you move this? How does it move?

Ball-and-socket joint

Teacher points to figure: This is a ball-and-socket joint. This is the most mobile joint. What does mobile mean? Why do you think they say this is the most mobile joint? Name the ball-and-socket joints in your body. Swing your arm and then your leg in many directions. Place your hand on your friend's ball-and-socket joint. What do you feel when he or she swings his/her arm? Aren't we magnificent structures?



Can you move this? How does it move?



Preserved footprints

At Laetoli in Tanzania, just south of Olduvai Gorge, are a set of 3.5-million-year-old *Australopithecus afarensis* footprints. They were made by two individuals walking along side by side.

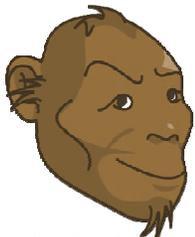
The footprints were preserved thanks to a remarkable set of circumstances. First, a nearby volcano called Sadiman erupted, blowing out a cloud of fine ash that settled over the surrounding areas. Then rain fell, creating something similar to wet cement.

Many birds and animals walked over this wet "cement", leaving their footprints in it. Among them were two *Australopithecus afarensis* hominids, a large one and a small one, walking side by side. The larger one was probably carrying something heavy, since it left a deeper indentation on one side. Perhaps it was a mother carrying a child.

Then Sadiman erupted again, leaving yet another layer of ash that sealed the footprints for the future. Erosion over millions of years eventually exposed the footprints, which were found by researchers working with Mary Leakey. They were excavated in 1978.

The footprints are not fully human and have ape-like features, including a slightly divergent big toe. Researchers assume they were made by *Australopithecus afarensis* because they are the only hominids represented in the fossil record in East Africa for that period.

Fossilised footprints from more than 3-million years ago tell us that our ancestors walked upright, much like we do.



Back at school

What you need:

Old sheet and paint (Tempera paint – two to three colours)

Two to three paint trays per group.

What to do:

- This is an outdoor activity. Learners place sheet on the ground. Barefoot learners step into a paint tray. On the sheet, learners make movements, acting out as if they lived 3-million years ago.
- Learners can do similar activities using hands only, or hands and feet.

Grade 4: Respond to and discuss each other's artwork.

Grade 5: How does this "painting" differ from any other painting you saw at Maropeng?

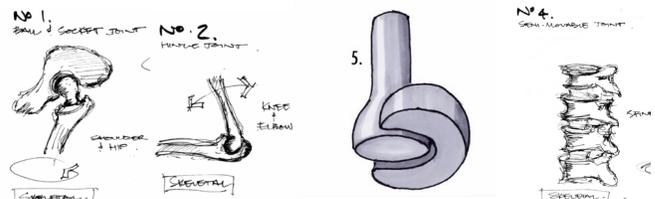
Grade 6: Learners share painting, identifying the main purpose of the artwork.

Preserved footprints

The teacher reads the story of the preserved footprints to the learners. [You need to listen carefully, because we are going to use this story to create an art piece at school.]

Using our joints: Back to school

Warm-up activity using joints. Teacher asks: Can you still remember what a ball-and-socket joint is? Teacher shows the movement to the rest of the class and learners repeat it 10 times. Do the same with a hinge, pivot and semi-movable joint. (In Grade 5, the teacher focuses more on how learners control these movements. Grade 6s focus on controlled and relaxed use of joints, especially the knees, hips and ankles.



Learning Outcome 1: CREATING, INTERPRETING AND PRESENTING: The learner will be able to create, interpret and present work in each of the art forms.

Assessment

Task 1: Joint activity: Let's use our joints

Forms/ Techniques: Practical demonstration

Method: Group assessment **Tools:** Rubric

Assessment

Tasks 2 and 3: Creating footprints of the past

Forms/ Techniques: Practical demonstration / discussion

Method: Teacher assessment **Tools:** Rubric

Activity 1: Using your joints

1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/ Excellent Achievement
1-34	35-49	50-69	70-100
Does not follow warm-up activities in dance.	With some support, follows warm-up activities in dance.	Follows warm-up activities in dance. (4.1.1-6.1.1)	Creates own warm-up activities focussing on various joints.

Activity 2: Footprints (Drama)

1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/ Excellent Achievement
1-34	35-49	50-69	70-100
Cannot use body imaginatively in drama exercises.	Needs more support in using body imaginatively in drama exercises.	Uses body imaginatively in drama exercises. (4.1.2.2)	Creates own imaginative drama exercises using Maropeng as context.
Does not respond to dramatic exercises.	Responds to dramatic exercises with some support.	Responds to dramatic exercises. (5.1.2.2)	
Cannot develop a drama.	Develops a drama with some support.	Uses African (Tanzanian) story to develop drama. (6.1.2.2)	

Activity 3: Footprints (Visual arts)

1. Not Achieved	2. Partial Achievement	3. Satisfactory Achievement	4. Outstanding/Excellent Achievement
1-34	35-49	50-69	70-100
Does not respond and discuss art.	Responds and discusses artwork with support.	Responds and discusses artwork. (4.2.4.1)	Responds and discusses various artworks they saw at Maropeng.
Cannot differentiate between art forms.	Differentiates between art forms with some support.	Differentiates between art forms. (5.2.4.1)	Differentiates between various art forms they saw at Maropeng.
Cannot identify the main purpose of the artwork.	Identifies the main purpose of the artwork with some support.	Identifies main purpose of the artwork. (6.2.4.1)	Identifies the main purpose of various artworks at Maropeng.

Learning Outcome 1: CREATING, INTERPRETING AND PRESENTING: The learner will be able to create, interpret and present work in each of the art forms.

INTERMEDIATE PHASE

Life Orientation



Learning Area: **Life Orientation**

Theme: **Think, after the visit**

Grade 4

Pages 41 and 42

Assessment standards:

4.3.5 Reflects on and learns from own personal experience of working in a group.

Background knowledge

Suggestion: This type of activity can be done after visiting Maropeng, or at the end of the visit.

At Maropeng learners will have various opportunities to work in groups. After each activity, where they worked in groups, ask learners to reflect on working in a group.



- Did everybody in the group try to collect information?
- Did everybody feel that each team member brought some useful information to the table?
- Did everybody perform his or her duties?
- Did everybody share ideas?
- Did some members rely on others to do the work?
- Did some member always talk and never give others the chance to speak?
- Did some members argue with teammates?
- Did some members want everything their way?

Back at school

Learners share Maropeng experience in groups and complete the worksheet.

Grade 5

Pages 41 and 43

Assessment standards:

5.3.5 Reflects on how feedback can be given and received.

What is feedback and why is it important?

Giving others feedback is an important part of clear communication. Whether you are communicating with your friend or teacher, or playing with others, it is important to know how to express your opinion



Before leaving Maropeng, the teacher asks learners:

- What did you learn today? (Give learners enough time to give various answers.)
- Did you hear anything from your classmates that you did not read or notice in the exhibition area?
- Why do you think it is important to give feedback after we visit a place such as Maropeng? (Guide learners in the direction of learning from each other when visiting a place or discovering new information – maybe a classmate saw, read or noticed something you did not see.)

Back at school

Learners prepare feedback (letter) to Maropeng on visiting them.

Grade 6

Pages 41 and 44

Assessment standards:

6.3.5 Explains what has been learned by reflecting on an experience related to self-management skills.

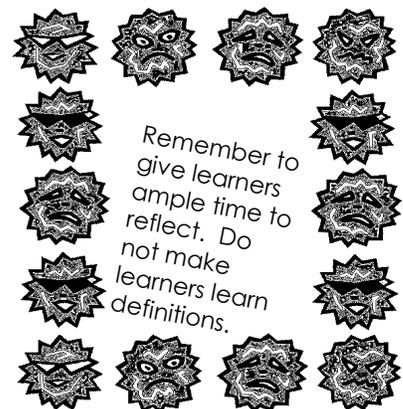


Before leaving Maropeng, the teacher asks learners:

- What did you learn today?
- Do you think you did well in activities where you worked on your own? Why?
- Do you think you did as well as a member of a group? Why?
- When listening to other learners' answers, are you still learning?
- Why do you think some of your friends noticed different things than you did?

Back to school

Learners reflect on their visit to Maropeng completing guided questions.



Remember to give learners ample time to reflect. Do not make learners learn definitions.

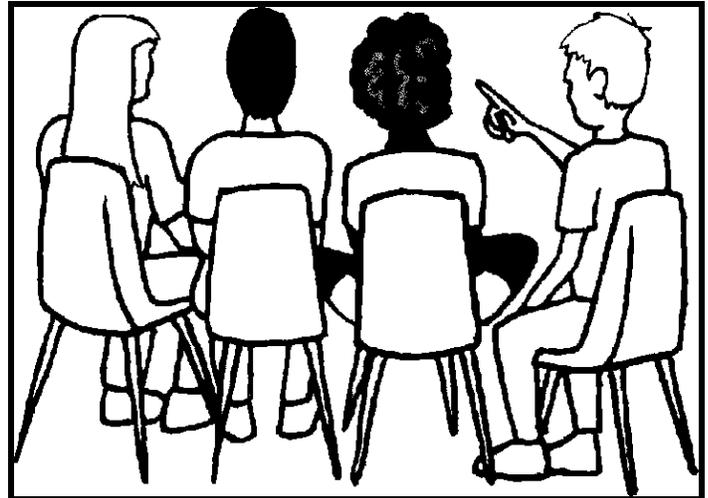
Learning Area: **Life Orientation**

Grade 4

Maropeng experiences



In groups, share your Maropeng experience. How did you feel working in a group at Maropeng? Colour the faces that match your feelings.



• After sharing this, write a few sentences on how you felt working in a group.

• What did you like your teammates doing?

• What didn't you like your teammates doing?

Learning Outcome 3: PERSONAL DEVELOPMENT: The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Learning Area: **Life Orientation**

Grade 5

Why is feedback important?

Giving others feedback is an important part of clear communication. Whether you are communicating with your friend or teacher, or playing with others, it is important to know how to express your opinion

Maropeng will love to get feedback from your visit. There are certain criteria to follow when giving good feedback.

Put your feedback in writing.

Feedback is most effective when it is written down. Having it in writing increases the chance that it will be understood

Be sensitive to people's feelings.

Some people think that they don't need to worry about others' feelings. This is a big mistake. Being concerned about other people's feelings is important in any situation. This doesn't mean withholding criticism or ignoring problems.

Feedback should be as specific as possible.

People have a difficult time responding to instructions that are unclear.

Think it through.

Take the time to plan what you want to say before giving feedback.

Other's point of view

Get the other person's point of view before you state what you think should be done.

Don't withhold.

It is not a good idea to hold back your negative observations. Don't criticise too much, but people need to know how they are doing.

Learning Outcome 3: PERSONAL DEVELOPMENT: The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Follow up.

If you see any progress, pick up the phone and say well done!

It is time to draft a feedback letter



Learning Area: **Life Orientation**

Grade 6

Maropeng experience**What is reflection?**

Reflection means looking back on an experience, such as Maropeng, and making sense of it. It helps you to repeat what was effective and learn from your and others' mistakes.

Reflect on events after visiting Maropeng by completing these questions.

- "Our group worked well together because..."
- "Our group didn't work well together because ..."
- "I think I was a good group member because ..."
- "I don't think I was a good group member because ..."
- "I wish I hadn't said ..."
- "I wish I had said ..."
- "I wish I had"
- "I wish I hadn't ..."
- "Next time I will ..."
- "I will never again ..."
- "I learned a lot because ..."
- "I didn't learn a lot because ..."

After writing down your reflections, how did you feel? What did you learn? Do you think you will reflect on events in future? Why?



Learning Outcome 3: PERSONAL DEVELOPMENT: The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

