

GRADE 4 TERM 4

**SOCIAL SCIENCES: HISTORY
COMMUNICATION THROUGH TIME**

SKILLS to focus on and assess:

1. Observation
2. Comparing
3. Sequencing (timelines)
4. Working with sources
5. Asking and answering questions
6. Categorising

Recommended hours (CAPS doc)	Topic:	Knowledge	Resources	Activities	Assessment for learning	Assessment for report
3 hrs	Oldest forms of communication	Language Symbols Art Songs Dance	•	Class discussion: • What is communication? • What is the importance of communication? • Why must communication be effective?	• In pairs: Select the most important ideas to answer these three questions. Record in note book.	
			• Sources containing examples of rock art, hieroglyphs, scrolls, drums, etc.	• Brainstorm in groups: How did people in the past communicate? • Observe sources and add to brainstorm.	• Summarise own note, using a circle map. <i>(Observation and Working with sources)</i>	

		Gumboot Dance/ Traditional African Song	<ul style="list-style-type: none"> • Video clips • Invited guest 	<ul style="list-style-type: none"> • Design questions to ask the guest about how the dance/ music/ movement was used in communication. 	<ul style="list-style-type: none"> • Record the questions you thought most important and give a reason for your answer. <i>(Asking Questions)</i> 	
		San hunter-gathers as a focus	<ul style="list-style-type: none"> • Rock paintings of a San hunt and other activities. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Are San pictures a reliable record of their daily lives? Use these questions to guide: • What information do they definitely give us? • What information might they tell us? • What information do they not tell us? <i>(Working with sources)</i>
9 hrs	Change in modern forms of communication		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Brainstorm modern forms of communication using a circle map. 	<ul style="list-style-type: none"> • Use a tree map to sort ideas. • Suggested headings: Verbal, Visual, Written, Other. <i>(Categorising)</i> 	<ul style="list-style-type: none"> •

			<ul style="list-style-type: none"> • Books, Internet, Posters 	<ul style="list-style-type: none"> • Research the following information about an inventor. • Complete info card: Name: Date: Invention: • Include picture of inventor/ invention • Construct class timeline using cards. <i>(Sequencing)</i> 	<ul style="list-style-type: none"> • Construct timeline in workbooks. 	<ul style="list-style-type: none"> • Draw a timeline and put the four examples of communication onto the timeline in the appropriate place. <i>(sequencing)</i>
		Telegraph	<ul style="list-style-type: none"> • Story of Samuel Morse • Sound clips of Morse Code • "Morse Code Fun" worksheet 	<ul style="list-style-type: none"> • Listen to International Morse Code messages such as "SOS" and try and interpret using Morse alphabet. 	<ul style="list-style-type: none"> • "Morse Code Fun" worksheet 	
		Camera	<ul style="list-style-type: none"> • Pictures of different cameras to show change/ evolution 	<ul style="list-style-type: none"> • Discuss how and why the camera has changed. • "What has enabled change?" 	<ul style="list-style-type: none"> • Cut out/ draw the evolution of the camera using a flow map. <i>(sequencing)</i> • Improve the modern camera using BARR 	<ul style="list-style-type: none"> • Cut out the pictures of the changing telephone and use a flow map to sequence them. <i>(sequencing)</i>

						<ul style="list-style-type: none"> • Improve the modern phone using BARR
		Radio Television	<ul style="list-style-type: none"> • Pictures/ books/ posters/ internet 	<ul style="list-style-type: none"> • Look at the information on the radio and television. • Record your observations on two circle maps. 	<ul style="list-style-type: none"> • Use a double bubble map and the information from your circle maps to compare a radio and a television. (<i>comparing</i>) 	<ul style="list-style-type: none"> • Use the double bubble map to compare a computer and a typewriter. (<i>comparing</i>)