

Lighthouse

- series

Social Sciences



Grade

4

Learners Guide

Social Sciences

Grade 4

Learner's guide

The ICO Waterstroom series has been translated into
English by Anchorage Curriculum Solutions





Introduction

The Lighthouse series is an excellent, value-driven Christian curriculum. The purpose of the curriculum is to guide students to have a thorough knowledge and understanding of the subject content and principles so that they are equipped to apply the new knowledge together with their gifts and talents in God's service and their community.

Pupils are guided throughout their school careers to see the following three core values as a basis for the content in each subject in an integrated manner.

- **View of God:** Revelation. God reveals Himself in Jesus Christ to man.
- **View of man:** Sculpting. God created man as a unique being in God's image. God stepped into a covenant relationship with man, and therefore, man can step into a covenant relationship with God. From this covenant relationship, man is not just an individual but is part of a community, connected to God and neighbours.
- **View of creation:** Calling. God gave man a cultural mission to cultivate, inhabit and preserve His creation. Man must obey and answer to his unique calling and tasks on earth. This calling is carried out through individuals with unique gifts within a community.

Each core value is processed in finer detail throughout the learning content so that learner can finally answer three questions:

- **Who is God?** (Revelation)
- **Who am I?** (Self-image)
- **What must I do?** (Calling)

The value-driven Social Sciences and technology textbook for Grade 4 has been compiled by ICO and complies with the CAPS learning outcomes required by the Department of Education. It is also enriched with extra content.

This textbook covers several aspects of God's creation and the human abilities to utilize it, such as transforming nature into culture.

Social Sciences focus on the living environment and the task of humanity in creation. In this subject field, the principle is that God rules over everything. All earthly phenomena and events on earth are described and judged by how God reveals Himself in the Bible. The content is divided into two parts, namely Geography and History, and an attempt is made to bring the content to the learners so that they will be able to see the unity between God's Word and His creative works.

GEOGRAPHY

Geography is man's description of the physical phenomena found on earth. These phenomena must be studied and named so that man can carry out his steward command on this earth. Psalm 24 makes it clear that the earth and its fullness belong to the LORD, as well as the world and those living in it. Therefore, man is responsible for it and uses everything entrusted to him by God. God reveals to man how He can use and develop the earthly resources in honour of God and for the benefit of his neighbour. If man exploits the earth from anything other than the Christian view of life, abuse and destruction are the ultimate consequences.

In His Word, God gives clear instructions on how and for what purpose His creation should be used. This textbook places part of creation and human activity in the light of what the Bible teaches us about it.

The following concepts regarding geography are taught to the pupils so that they are finally able to answer the three core questions:

- Everything in creation works to glorify God, but the influence of the fall of man cannot be ignored.
- The wonders of God's creation are highlighted and the fact that God still maintains it.

- Countless possibilities are laid out in Creation by God.
- Due to natural laws, our planet is unique and did not happen by accident.
- The earth has unique features such as a sustainable atmosphere. In this way, it was prepared by God as a home for man.

HISTORY

The process of history is not separate from God, but God leads it. All events lead to the realization of the Kingdom of God, whose completion will only take place at the end of history at the return of Christ.

History cannot be presented neutrally. It is shown from man's obedience or disobedience to God within the relationships he is placed in, namely with the Lord, his neighbour, society, and creation.

It is important to remember that God leads, manages and determines all history. God rules everything according to his providence. Nothing could or would happen without His will and within His disposal (NGB Article 13). Throughout history, God's deployment of His Council Plan on the coming of Jesus Christ, the gathering of His church, the appearance of the new heaven and earth and His entire creation are also visible.

The ultimate goal of history is the perfect coming of God's Kingdom. Both things are true, but we know about the recovery taking place in Christ, and we know about the fulfilment. There is always a light shining for the Christians throughout history.

The following concepts regarding history are taught to the pupils:

- History description should honestly describe the past and not conceal the wrong actions of previous generations or idealize the past. Following the 9th commandment, history must respect others, show the good and bad, and take sin into account.
- History is not normative in itself. The Word of God is the norm for our lives. The actions of leaders or particular groups may therefore not be taken as a norm.
- The influence of sin states that with our limited insight and mind, we can never understand everything that happens (Deut. 29:29), so we must carefully and modestly judge events.
- There is a continuing struggle between God's empire and the empire of Satan. Throughout history, this antithesis is always visible.
- God is long-suffering, and He takes care of all people (Matt 5:45). God also wants us to take care of our neighbours by following his Word, respecting them and loving them.
- For historical identity, it is essential to know the history of individuals, groups and people. As believers, our uniqueness lies first and foremost in Christ, who gave us a responsibility (cultural assignment) within our historical identity.
- History is approached from different points of view, namely: the context of the time in which the events take place, the points of view of the various parties within historical events and our Christian assessment of the events.

ICO's prayer is that this book will contribute to equipping students to go out into the world and live as believers, according to their calling.

July 2020





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GEOGRAPHY



Term 1

GEOGRAPHY



Places where people live



Places where people live

Values



View of God:
(Who is God?)

Creator: Sustainer and Provider. God prepared the earth as a dwelling place for man.

View of man:
(Who am I?)

Steward: Crown of God's Creation (ruler/king).

View of creation:
(What must I do?)

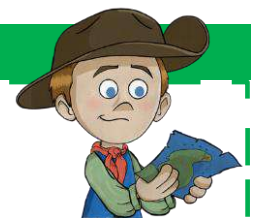
Cultural mission: Cultivate – develop the earth. Gratitude for God's blessings.

Knowledge



- Places where people live and work.
- Recognize and use of landmarks to explain route.
- People's needs and how they meet them.
- New Geographical terms.

Skills



- Use photos to get information.
- How to explain a route.
- How to preserve the environment.
- How to use circle graphs.



Places where people live

Unit 1: People and places

Settlements



In South Africa and around the world, people live in **settlements**. Some people live on farms and in rural villages, where the houses are far apart. There are few or sometimes no shops. These settlements are called **rural settlements**. People are farming, fishing, chopping wood or working in mines every day. Where people live in towns and cities, houses are close to each other, and shops are close to their homes. In **urban settlements**, people trade and run businesses every day.



Figure 1.1: A Farm



Figure 1.2: A Rural village



Figure 1.3: A Town



Figure 1.4: A City

A **farm** (Figure 1.1) is the smallest settlement one can find. The purpose of a farm is to produce food. There is also usually a farmhouse, houses for workers and shelter for the animals. A farm often has dams and windpumps for water supply.

A **rural village** (Figure 1.2) contains a few houses and/or huts that stand together. Most people in these villages are engaged in farming. Small businesses, such as a bakery, can be found in such a village. Sometimes a primary school, church and police station can also be found. There are few streets which are sometimes not tarred.

A **town** (Figure 1.3) has groups of houses, shops, churches and a police station. There are elementary and high schools with children who live on farms outside the town being transported to school in buses or staying in hostels.



Places where people live

The streets between the houses are tarred and a large variety of businesses can be found.

A **city** (Figure 1.4, page 11) is a large area with many people. There are factories, airports, railways, churches, schools, shops, hospitals and offices. A large number of vehicles on the roads can cause traffic congestion. Air pollution is a problem in cities.

Different professions

People do not only live in settlements, but they also work there. In Genesis, man is commissioned to inhabit, preserve, and cultivate the earth. We do not all have to be farmers to cultivate the land. The word cultivate means that man must practice a **profession**. This includes all occupations, from housewives to preachers to car mechanics.



What type of occupation do people practice on farms? People farm; this includes things like tending livestock and fields, slaughtering animals, collecting eggs, or milking cows. Farmers also sow and reap. What type of occupation do people have in rural villages? People have different jobs, such as teachers, bakers and preachers. There are also office workers, cleaners and shop assistants.

What type of occupation do people have in towns? People are teachers, preachers and office workers. Furthermore, you will also find lawyers, doctors, accountants and architects in larger towns.

What type of occupation do people perform in cities? They are doctors, lawyers, office workers, pilots, preachers, accountants, cleaners, teachers, architects and designers. In factories, you will find factory workers, and at universities, you will find researchers and lecturers.



Activity 1: Settlements

1. Use a dictionary or ask your teacher to write down definitions for the following words:
 - a. Settlements
 - b. Urban settlements



Activity 1: Settlements (continued)

- c. Rural settlements
 - d. Occupation
2. What is the difference between a farm, a rural village, a town and a city?
3. Copy the table below in your workbook. Use the table on page 11 to sort Figure 1.1—1.4 into rural or urban settlements. Just write the name of the settlement under the correct heading.

Rural settlements	Urban settlements

4. Why do you think people live in each of the following settlements?
- a. Figure 1.1?
 - b. Figure 1.2?
 - c. Figure 1.3?
 - d. Figure 1.4?
5. What type of settlement do you live in?
6. Copy the following table in your workbook. Which of the following will you find in the different settlements? Mark the correct columns.

	Farm	Rural village	Town	City
School		✓	✓	✓
Tarred roads				
Many vehicles				
Cattle and sheep				
Large businesses				

7. Look for photos or pictures in a magazine of buildings you will find in urban settlements. Paste the examples in your workbook with an appropriate label. You may also draw it.

Activity 2: Careers

Study the settlements in Figures 1.1 to 1.4, page 11, again. Make a list of occupations the people in each settlement can practice. Try to give examples not already provided in your textbook.

Term 2

Geography



Map skills



Map skills

Values



View of Man

(Who is God?)

Creator and King over all creation.

He reveals Himself through the Creation and wonders.

View of Man

(Who am I?)

Crown of creation with a specific task to cultivate and preserve the earth.

View of creation:

(What must I do?)

As the crown of creation, man's commission guards his innovation. By using maps, man can carry out his task because he knows his environment and understands space. The Wonders of Creation may be recorded.

Knowledge



- Difference between side view and plan view.
- Simple general map symbols.
- Basic knowledge of maps.
- Compass directions.
- Basic knowledge of South Africa.
- Basic knowledge of the world.
- Concept of projections: e.g. round earth becomes a flat map.

Skills



- Using an atlas.
- Distinguishing between side view and plan view.
- Using symbols and keys on maps.
- Using grid references on a map to find something.
- Working with compass directions.
- Studying maps of South Africa and the world.



Map skills

Maps

Geography is the study of the connection between man and the environment in which he lives. Maps help us to see and understand this connection better.



A good map will always have the following elements:

- A name or heading that describes the contents of the map.
- A north arrow to help people orient the map correctly.
- A scale so that people who use it know how great distances on the map are in reality.
- A list of keys to explain the symbols on the map.

Without the above elements, a map is unclear and fails in its purpose. Most maps also indicate position (place) using **coordinates** or grid references. A GPS uses coordinates to give directions.

Each map is made with a specific purpose. If you look at the heading of the map, you will usually know the purpose of the map. A **political map** of Africa will cover all the countries, their borders and indicate capital cities.

A physical map shows mountains, oceans, rivers, lakes and dams.



Figure 3.1: Political map



Map skills

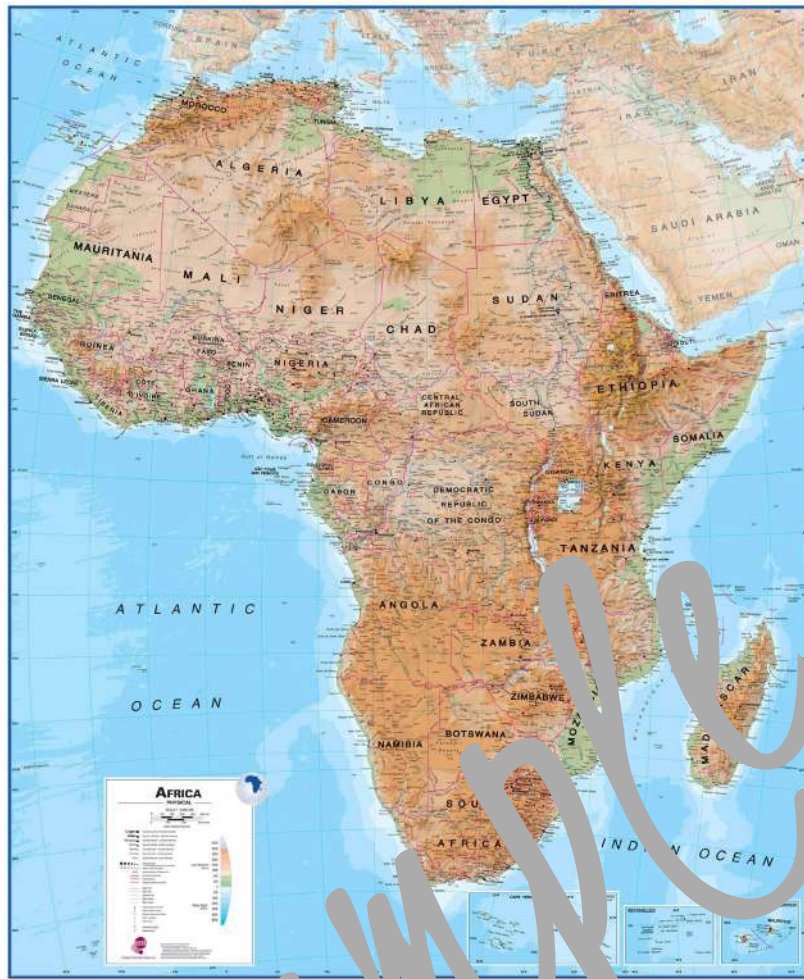


Figure 3.2 Physical map

Activity 1: Use an atlas

1. Write down definitions for the following words.
Use a dictionary, or ask your teacher if you need help.

- a. Coordinates
- b. Political map
- c. Physical map

Page through an atlas and study the maps inside. Find ten different maps. Write down the name or heading of each map. Write the purpose of each map next to the name.



Unit 1: Side view and plan view

When drawing a map, people usually use a variety of photographs as sources of information. We say that photos are taken from different **viewpoints** or different positions.

When you walk down the street and look at the houses on either side of the street, you see the side view of the houses. In other words, you see it from the side as in Figure 3.3 on next page.



Map skills

Objects we can see from the side are easily recognizable.

If you were to fly in a helicopter over the same street and look down at the buildings, you would only see the roofs, as in Figure 3.4. We call it the plan view. The plan view is also called the air view. A plan view is a drawing of a specific place taken from above. It shows the size, shape and position of the object.

We use the plan view to draw maps because it clearly shows the layout of an area. It means all landmarks are seen from above. Recognizing landmarks on maps can be strange at first because we see their plan view. The position from which a person looks at things, for example the side view or plan view, is called the **viewpoint**.

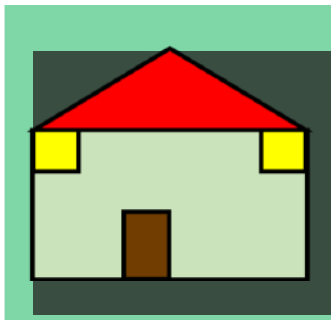


Figure 3.3: Side view

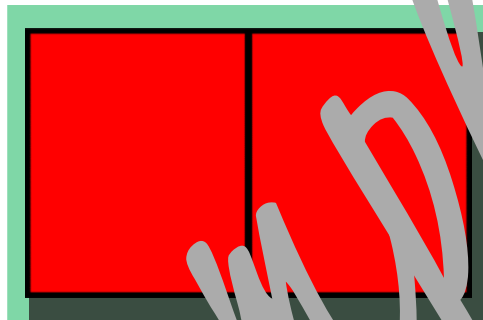


Figure 3.4: Plan view

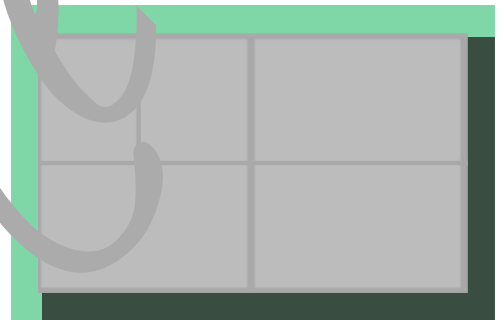


Figure 3.5: A house plan

Activity 2: Side view and plan view

1. Give a definition for the word **viewpoint**. Use a dictionary or ask your teacher if you need help.
2. Study Figure 3.6—3.9 and say whether it is a side view or a plan view.

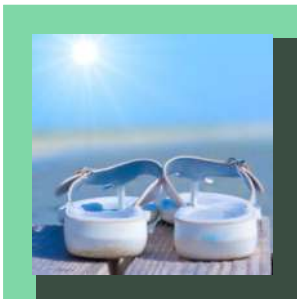


Figure 3.6



Figure 3.7



Figure 3.8



Figure 3.9

3. Draw the side view and plan view of a chair on squared paper.
4. Draw the side view of the classroom.
5. Draw a plan of the layout of the chairs and tables in the classroom.
6. Study the photos on the next page and say whether it is a side view or a plan view.

Term 3

Geography



Food and farming in
South Africa



Food and farming in South Africa

Values



View of God:

Creator, Provider and Sustainer

(Who is God?)

View of Man

(Who am I?)

View of Creation:

(What must I do?)

Crown of creation: Responsible for what is entrusted to Him

Earth cultivated - in this case, fields worked and food made.

In the process we must also preserve and be responsible for the earth and deal with the resources God provides.

Grateful in prosperity and patient in adversity.

Knowledge



- What people eat and where they get their food from.
- Types of farms.
- Unprocessed and processed foods and the process of processing.

Skills



- Reading maps and using symbols related to farms in South Africa.
- Understand flow charts and learn to draw one yourself.



Unit 1: People and food

Introduction

Food is a basic need. Every human being needs food to be able to live. Man's food comes from plants and animals. All the vegetables, fruits and seeds we can eat come from plants. Animals provide us with meat, milk and eggs.

Activity 1: Classify food

Draw a table like the one below in your workbook. Look in your fridge, pantry, vegetable tray or garden what kind of food you have. Write it under the correct heading in the table.

An example has been given. Look for 5 more examples to write under each heading.

Animals	Plants	Seed/Nuts
Eggs	Corn	Almonds

How people get their food

Over the centuries, people have learned to eat their food in different ways. Most people nowadays buy their food at a supermarket.



Hunter-gatherers, such as the San women in Figure 5.1, gather food in the field around their habitat. They know which plants are safe to eat and which are poisonous. The men hunt animals in the area. The knowledge has been passed down from one generation to the next for centuries, and the San never gather or hunt more than they need. The San move with the seasons after food and will only stay in a particular place where food sources are available. If there are not enough plants or animals left to eat, they pack up all their belongings and move to a new area. This is a very responsible way of dealing with nature because the soil never gets depleted, and the plants get a chance to recover. However, it is impractical for people in cities to obtain their food in this way. Another example of people who get their food directly from nature is fishermen who live by the sea or large dams.



Figure 5.1: Hunter gatherers

Other people live in rural villages and have a small piece of land. They plant a variety of vegetables and fruits on this piece of land. The family that owns this piece of land will eat the food themselves and sell none of it to the market.



Food and farming in South Africa

These families are called subsistence farmers. Sometimes a community in such a rural town shares one piece of land, and everyone works together to maintain the vegetable gardens. They then share the harvest among all who live there.

A plot is a small farm where people live. It's big enough for the residents to produce food for themselves and can produce and supply extra food to a market or can sell to shops in the town or city. Some plots are cultivated intensively so that the inhabitants can produce a lot of food in a small area. Around large cities, plots often produce fresh vegetables and then sell them at vegetable markets. Other examples of intensive production are flower or strawberry farmers.



Figure 5.2: Common vegetable gardens

People living in towns or cities can also grow their own vegetables. Vegetables can be planted in pots or in a vegetable garden. Some people even make vertical vegetable gardens.

Most people go to the shops or markets in the towns or cities to buy their food there.

These shops and markets get the food they sell from **commercial farms**. These farmers farm

on large farms with the aim of selling their animals, produce or crops (for example wheat) to the market. We call these crops **cash crops** because the farmer sells them and receives money for them.



Figure 5.3: Production on a plot

The produce are processed in processing plants and factories (for example wheat flour) and we buy the processed product

(for example bread) in the shop. Different

produce are farmed in different parts of South Africa. The produce that farmers plant depend on the **climate** of the area.

Fish are mostly caught in the sea, but there are also freshwater fish that are bred in dams on fish farms. The fish is immediately processed and frozen and then distributed to stores across the country.



Food and farming in South Africa

The types of food that cannot be grown in South Africa are imported. It is usually more expensive than local products.



Figure 5.4: A commercial farm in the Western Cape



Figure 5.5: A fish factory

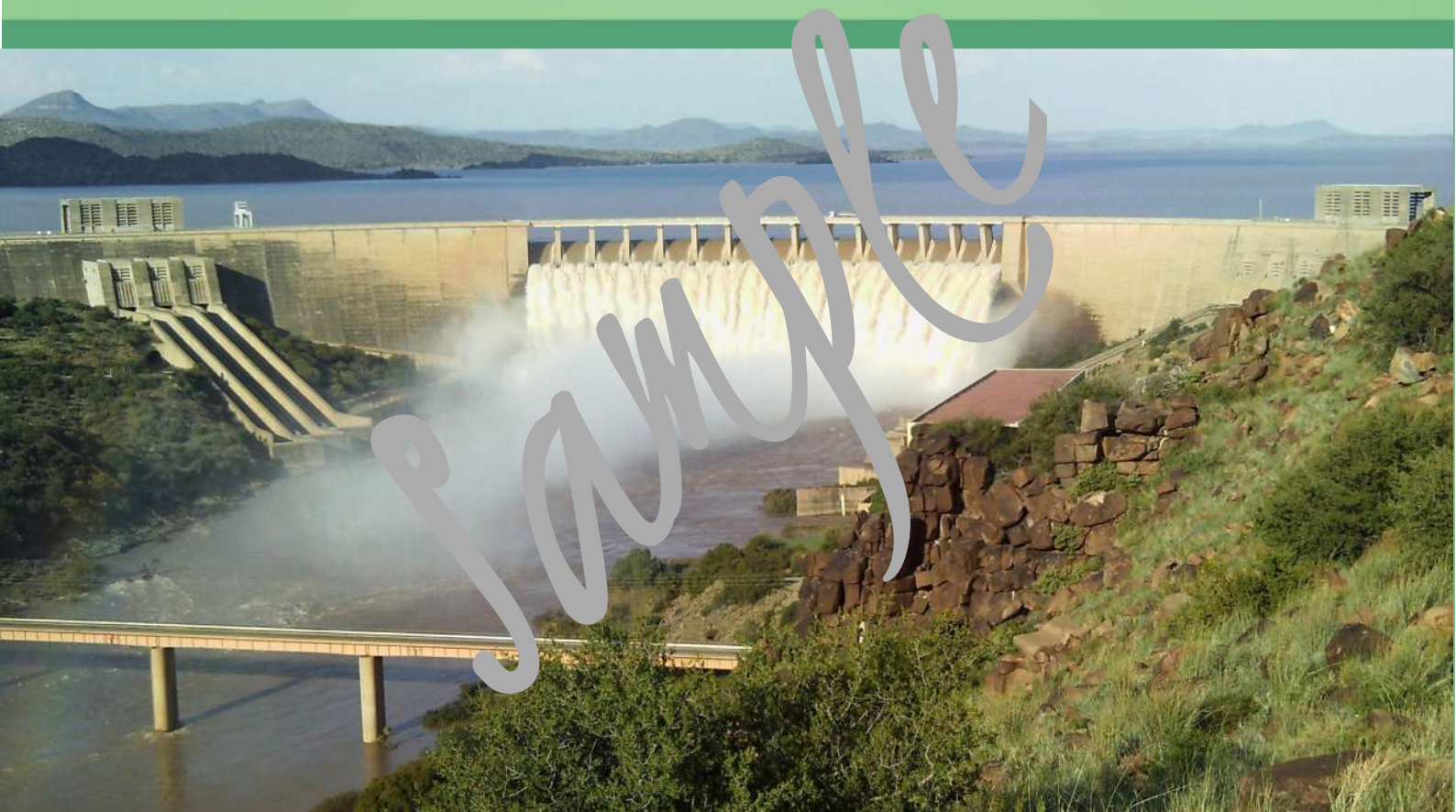
Activity 2: Types of farming



1. Write down definitions for the following words. Use a dictionary or ask your teacher for help.
 - a. Subsistence farmers
 - b. Commercial farmers
 - c. Cash crops
 - d. Climate
2. Make a list of the differences between a farm on a plot, where intensive farming takes place, and a commercial farm.
In addition to the examples in your textbook, name two more examples that people can cultivate on a plot.
4. Make a list of five crops or animals that farmers in South Africa farm with commercial farms.
5. The hunter-gatherers' ways of obtaining food are very responsible.
Explain why it is considered responsible.
6. Why is it not practical for people in cities to live like hunter-gatherers?
7. Farmers can act responsibly or irresponsibly towards nature.
 - a. Give examples of how farmers act irresponsibly towards nature.
 - b. Give examples of how farmers can act responsibly towards nature.

Term 4

Geography



Water in South Africa





Values

View of God:

(Who is God?)

God creates, sustains and provides.

View of Man:

(Who am I?)

Crown of creation: As the crown of God's creation, man has certain commands.

View of Creation:

(What must I do?)

Commanded to preserve and cultivate. Take care of Creation and use the God-given resources responsibly.



Knowledge

- What people use water for.
- Water Cycle and storage of water.
- How people obtain water.
- How people pollute water and how we can stop it.



Skills

- Using flow charts.
- Understanding a Cycle and How to Draw It Yourself.
- Using a Variety of Sources to Make New Distractions.
- Creative problem solving





Unit 1: Water uses

Introduction

Planet Earth, with its various ecosystems and resources, such as forests, deserts, oceans, lakes and rivers, was created by God. He created it so that all these things would make it possible for man to survive. God has built different cycles into the earth. Think, for example, of the oxygen and carbon dioxide cycle and the water cycle. In this way, God ensures that there is enough water for every human being.

Most of us can easily get water by simply turning on the tap. However, there are many people in South Africa and the world for whom water is not so readily available or accessible. You can live without food for up to twenty-one days, but you will die within three to four days if you do not drink water. Some scientists want to claim that there will be a fight over water in the next great world war.

South Africa is a country with very little water. One would say we are a water-scarce country. We use water daily in our lives, sometimes without thinking about it. When a drought hits our country or parts of our country, water restrictions are imposed. This then means that we need to think about how we use water so that we can limit and reduce its use.

Water for every use



Figure 7.1: Daily uses of water



Activity 1: Daily use of water

Study Figure 7.1 on page 72.

1. Use Figure 7.1 to make a list of the daily uses of water.
2. Keep a record for a day of all the things you and your family use water for.
3. Make a list of at least five things not shown in Figure 7.1, for which one also uses water at home daily.

Other uses of water

We may not realize that we are very dependent on water in our lives. In addition to our daily use of water, water is also used for the following reasons:



- Farmers use water from dams and rivers to **irrigate** their crops. We eat these crops.
- Factories use water in the **manufacturing process**. It is often used to cool machines or to wash products. We will use these products later.
- Mines use water to **cool the mines**, wet the dust and obtain the minerals from the soil. These minerals are later processed into products, which we use.
- At coal-fires power stations, water is heated, the steam turns a turbine, which powers a generator to generate electricity. At a hydro-electric power station, water is released through a turbine which powers a generator that generates hydroelectricity.
- The maintenance of beautiful gardens, such as the **Botanical Gardens**, uses lots of water. Such gardens serve as places of relaxation and as research areas.
- **Resorts** with swimming pools use a lot of water. Places with public swimming pools or even the pool at the gym use water to keep the pool full. An example of a water-dependent resort in Sun City is Valley of the Waves.
- Natural dams and rivers are also used for recreation (for example, for fishing, boating or water sports).



Figure 7.2: Valley of Waves

Activity 2: Our dependence on water

Use the information on the previous two pages and write a paragraph to discuss the following theme: ***Man is totally dependent on water.*** Also draw a suitable picture with it.

HISTORY



Term 1



History

Local History





Values

View of God

(Who is God?)

God is in control of creation and also of History.



View of Man

(Who am I?)

Child of God, ruler (king) here on Earth.

Live in dependence on God, realize that He is in control.

View of Creation

(What must I do?)

Act responsibly towards creation - also towards people.

Knowledge

→ Finding and studying a variety of forms of information about the present and the history of a local area.



Skills

- How to interview people.
- Study sources from the Christian perspective.
- Collect and interpret sources.
- Organize and create an exhibition of the local present and past.





Introduction

History is the description of what has happened in the past. Our past is the foundation on which our future is built. Also, what we are doing now is only a few moments in history. In history, we talk about the **present** and the **past**. When we talk about the past, we talk about things that have already happened. This is history. When we talk about the present, we are talking about things that are happening now. This can be seen as the modern time.

History can be divided into three parts. We get **Revelation History**; that's all that God reveals to us in His Word. Then we get **Church History**. This is the history of the church over the ages. It teaches us how God preserves His church, and we learn more about Satan's evil plans to destroy the church. The last of the three is **World History**. These are all the events that happened in the world over the centuries. It is important to remember that God holds history in His Hand. There is nothing on this earth that happens by chance.

If we want to study history, we need to search for information. There are several places where we can find this information. Information is gathered from **sources**. There is a large selection of sources, and sometime, one must collect information from more than one source to properly understand an event in history.

We can find out more about the present and the past by looking at the following sources:

1. Photos or films.
2. Written sources (such as newspapers, magazines or books).
3. Stories and interviews with people.
4. Objects (such as jars, jewels, weapons and even buildings).

When we talk about the history of your **local area**, it means that we will find out more about the present and past of the town or city in which you live. The area you live in may have been inhabited by other people for centuries, and they have left history behind. By studying local history, you will learn how much your habits differ from those who have lived in your area in the past.

Unit 1: Information about the present

1. Information from photos or films

Photos or films can give us a lot of information about an area and its history. People's clothing, wealth, means of transport or even communication can be seen in a photo. We can easily see what is in fashion by looking at photos. Photos and films of activities or sports can also tell us how and which sports were practised. Photos of a big event show us what is important to people.



Local History

Today, it is very easy to find photos through social media, magazines and newspapers. Unfortunately, photos can also be easily altered or edited to create a false image. The facial expressions can be dishonest. If this happens, we will say the information is **unreliable**. We need to look carefully at photos of the present before we can trust them as a **reliable** source of information.



Figure 2.1: Contemporary photography

Figure 2.1 is a photo of a mother and her two daughters. We can deduce a lot of information from this photo. We see what type of clothing and hairstyles are in fashion, and we can see that it is a hot day. There is also information that is not available in this photo; for example, we do not know where they stand and why the photo was taken.

Activity 1: Photos as sources of information



1. Write down definitions for the following words. Use a dictionary or ask your teacher for help.
 - a. Present
 - b. Past
 - c. Source
 - d. Local area
2. Name and explain the three types of history.
3. Browse through a recent newspaper or magazine (not older than two months) and look for photos that can serve as sources of information. Choose any three photos. Paste the photos in your book and write below or next to the photo what information you can get from the photo.
4. Explain what an unreliable source of information is.
5. Why can certain photos and films be unreliable sources of information?

2. Information from written sources

A written source is anything that has been written down. These can be handwritten (like Bible scrolls), printed (like books or newspapers) or digital (like the news you can read online) sources. Written sources are rich in information and tell us a lot about things that have happened or will happen.

Today, we often use social media as a written source of information. On social media platforms like Facebook, WhatsApp or Twitter, we can read about events that will happen or that has happened in specific places. One can form groups that provide information about current or future events.



Written sources are often more reliable than photographs because people can verify the facts. Newspapers and books need to be very sure of their facts before publishing anything. However, social media can be unreliable, for example, when people spread gossip stories, blow their own trumpets, or give their own opinion. Before trusting a written source, you must first know where the information is coming from. One can compare different written sources with each other before deciding whether a source is reliable.

Activity 2: Written sources of information

1. What is a written source?
2. How can social media be used as a source of information? Give at least three examples.
3. Social media posts are often unreliable sources of information. Why is this so?
4. How can we use social media properly so that it remains a reliable source of information?

3. Oral information

When we talk to people and get information from them, we say that the information was obtained **orally**. This information can be shared by someone who tells a story about something they have experienced. Information can also be obtained by interviewing someone.



Journalists (people who collect information for news articles, newspapers or magazines and then write about them) often have to interview people to get information from them. The journalists must carefully evaluate this information and test whether it is reliable. People can easily exaggerate stories or give their own opinion while retelling a story. One can test oral information by conducting interviews with several people or by comparing with written sources of information.

Activity 3: Interview

- Pretend that you are a journalist who needs to find out more about the work of a teacher.
1. Interview any of the teachers at your school. You must prepare five questions for the interview. Write down the questions and answers in your workbook.
 2. Do you think this interview is a reliable source of information? Give reasons for your answer.

4. Information from objects

Objects cannot speak, and there is not always information written on them. It can, however, give a lot of information about how people live. Objects can be small (like a pen) or large



Local History

(like a monument). Most objects are used for something and tell us about the technological advances in an area.

The objects we use today will tell people in the future about the technology that was available. The type of cars we drive, the cell phones we use, and the decor in our homes tell a story about how we live. Our streetlights tell people that there is electricity here and that some people only come home late at night.

Some objects have symbols on them that can also give information. A school coat of arms or the national coat of arms is a good example. Look at Figure 2.2, which is the national coat of arms of South Africa. The coat of arms has many symbols that carry meaning. The motto at the bottom of the coat of arms means unity in variety. Symbols such as the elephant tusks are used to depict wisdom and power. The wheat ears are symbols of growth and development. The men in the middle greet each other kindly, which is symbolic of the attitude with which South Africans should treat each other. There are many other symbols on this coat of arms with different meanings.



Figure 2.2: The national coat of arms of South Africa

Activity 4: Information from objects

1. What is an object?
2. Find any five objects in your home that tell a story about how you live. Write down the names of those objects and describe what it says about your lifestyle in one sentence.
3. Draw your school's coat of arms in your workbook. Describe what each symbol on the coat of arms means.
4. Do you think objects are reliable sources of information? Give reasons for your answer.

Unit 2: Information on the past

You have already seen how information is gathered about the present of a local area. The great advantage of information about the present is that it is easy to find. To find information about the past, you need to look for information in **archives**, the Internet and libraries. You should interview older residents of the area and look at photos or read articles that may seem very strange and old to you.

When we use these sources, we must also think about their reliability. The more sources we use, the better the information and the more reliable the research.

Term 2



History

Leadership



Leadership

Values



View of God

(Who is God?)

Our only true King.

View of Man

(Who am I?)

Created in the image of God. God's glory must be displayed.

View of Creation

(What must I do?)

Must be good leaders as Christians, accept leadership and respect other leaders. Love our neighbour as ourselves. Must understand the 5th commandment.

Knowledge



- Learning what a good leader is.
- Looking at examples of earthly leaders.

Skills



- What does a Christian leader look like?
- How does earthly leadership differ from Christ's leadership?



Unit 1: A Good Leader

Leadership is a quality that God gives to promote order and to rule over His Creation. He places leaders in our community to lead. Leaders give the direction and make important decisions that other people then follow. They help keep things running smoothly, and people know what to do. In your classroom, your teacher is the leader who makes sure that your lesson runs smoothly and that you learn something in the process. You know what to do because the teacher is guiding you. At home, your parents are the leaders, and at church, the church council is the leader.



Figure 4.1: The teacher is the leader in the class

There are many examples of leaders who stand out in our history. Just because someone was a leader does not mean that they have always been a good leader. Sometimes some bad leaders make bad decisions and do not want to listen to their people.

A good leader does not always make decisions that everyone likes, but they think carefully before they make decisions. Characteristics of a good leader are:

- He always seeks guidance from God (Prov. 1:7, 1:5, 3).
- He can see that a problem is developing before the other people. We call it **insight**. He can then make timely plans to solve the problem.
- He is modest and not arrogant (Prov. 16:1).
- He is honest and sincere. We say he acts with **integrity** (Prov. 16:13).
- He is a peacemaker (Prov. 16:7) and can work well with people and motivate them. He understands people's emotions well.
- He listens to people's ideas and problems and works with them in a team.
- He is also willing to work together with and in the interest of other people. We say he is a **servant**. He is committed to other people.
- He is brave and has the courage to stand up for his beliefs.
- He is patient and does not get angry quickly (Prov. 14:29).
- He can say sorry if he did something wrong.

Activity 1: What is a leader?

1. What exactly is a leader? Is this someone who has been taught to be a leader since childhood? Is this someone with a lot of money and prestige?
Is it someone who was born that way?
Use a dictionary to find the definition of a leader. Write it down in your writing.
2. Write down five characteristics of a good leader.
3. Write down five characteristics of a bad leader.
4. Write down the names of five biblical leaders. Write next to each name whether they were good or bad leaders.



Activity 2: Leaders are servants of the Lord

As Christians, we believe that good leaders are servants of the Lord.

- If you are a servant of the Lord, what will you base your decisions on?
- Are all Christians always good leaders? Explain your answer.
- Jesus Christ is our eternal King and the best example of a good leader.
- Make a list of five leadership qualities that Jesus Christ showed on earth.

Unit 2: Life Stories of Earth Leaders

We are going to learn about three earthly leaders: Mahatma Gandhi, Nelson Mandela and Paul Kruger. Not all were Christians, but all had certain good leadership qualities. They are examples of leaders who have worked for their people.

Mahatma Gandhi

On October 2, 1869, Mohandas Karamchand Gandhi was born in Porbandar, India. He is known worldwide as Mahatma Gandhi, but these were not his birth names.

His followers called him Mahatma to honour him for his work. Mahatma means "the one with the great spirit." His parents were very devout Hindu followers. In the Hindu faith, the values of self-discipline and the absence of all violence are very important.

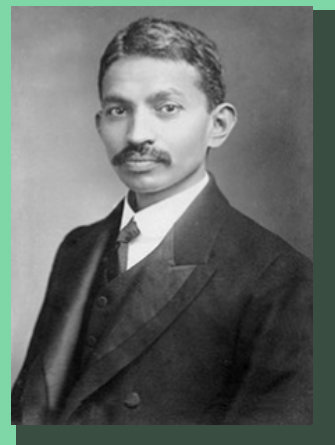


Figure 4.2: Gandhi as a young lawyer

Gandhi went to study law in England. At the age of 24, he came to work in South Africa. He brought his wife and children with him. He worked for 20 years in South Africa and fought with the Indian community against Apartheid laws.

In protest against the government's laws, he founded a political party called the Natal Indian Congress. True to the faith he learned from his mother, his party encouraged people not to be violent (or to be passive). A passive strike meant, for example, that people sat down at a train station so that no one could move around. The people were not violent but made transportation impossible. His party urged people to oppose government laws passively.

Gandhi has been jailed several times for his party's passive strikes. In 1913, a protest led to hundreds of Indian men, miners and women being sent to prison and even beaten. Under pressure from the British and Indian governments, Jan Smuts of the South Government and Gandhi reached an agreement.



According to it, Indian marriages were recognized, and certain taxes were abolished. After this, Gandhi returned to India. In India, Gandhi and his followers held peaceful protests to fight for India's independence. His passive protest actions sometimes influenced his followers negatively. In 1919, 400 people died after violence broke out during a passive assembly at the Battle of Amritsar.

Gandhi believed that India could only be independent if the country could take care of itself economically. He encouraged people to buy and use Indian fabrics rather than imported British materials. He himself also began to wear only clothes made of this fabrics.

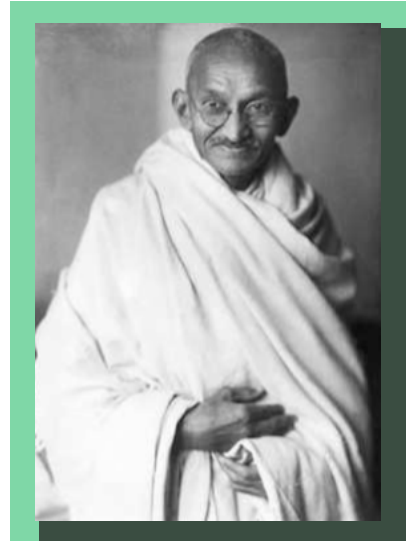


Figure 4.3: Gandhi in Indian fabrics

In 1930, the British government in India made a new law. By law, it is illegal for anyone to collect and sell salt unless you are a British citizen. Gandhi and his followers organized a Salt march in protest and informed the British government about it. He and 78 people started walking, and about 300 kilometres later by the sea, 12,000 people were walking with them. There they harvested salt themselves. When the government forces arrived there, the people were violently chased away, and Gandhi was sent to prison. After his release, an agreement was reached on the salt laws.

Gandhi fasted for a period later in his life to make people aware of peace between different religions. There were many Indians who did not like Gandhi. They felt that different religions could never live together in peace. One such man fired three shots on 30 January 1948 and killed Gandhi.

Activity 3: Gandhi

1. Use a dictionary or ask your teacher to find the meanings of the following words:
 - Law (Mahatma Gandhi studied law)
 - Independence (India wanted to be independent of England)
2. Why did people call him Mahatma?
3. What contribution did Gandhi make to South Africa?
4. Gandhi urged his followers to act passively. What does it mean to be passive?



Activity 3: Gandhi (continued)

5. Do you think the South African and Indian governments in Gandhi's time abused their authority? Why do you say that?
6. When (according to the Bible) may the inhabitants of a land disobey the government?
7. Was Gandhi's actions in obedience to Scripture?

Nelson Mandela

Nelson Rolihlahla Mandela was born on 18 July 1918 in Mvezo (Eastern Cape). As a child, he grew up in Qunu. At the age of seven, he was sent to a mission school. He later completed a BA degree at Port Hare (Eastern Cape). He then completed his law degree at the University of the Witwatersrand (Johannesburg).

While studying at the University of the Witwatersrand, he joined the ANC (African National Congress). He later became the leader of this party. Together with OR Tambo and Walter Sisulu, he founded the ANC Youth League. At first, the ANC strived to stand passively against the apartheid government.



Figure 4.4: A young Nelson Mandela



Figure 4.5: Nelson Mandela as president of South Africa

In 1960, a protest took place in Sharpeville, where 69 people were shot dead by the police. After this protest, the ANC was banned and became an **underground organization**.

Nelson Mandela and other ANC leaders founded uMkhonto we Sizwe (Spear of the Nation).

In 1964, Nelson Mandela and other ANC members were captured and charged with terrorism. They were sentenced to life in prison. He was first detained on Robin Island and later moved to Pollsmoor Prison (Cape Town).

In 1990, the ANC was unbanned by President FW de Klerk. Mandela was released after 27 years in prison. Negotiations between the National Party and the ANC led to the establishment of a **democratic** South Africa.



In 1993 both FW de Klerk and Nelson Mandela received the Nobel Peace Prize. The first democratic elections were held in 1994, and Nelson Mandela became the president of South Africa.



Figure 4.6: An older Madiba

During his reign, he tried to ensure that the basic needs of all South Africans' (such as access to water and housing) were met.

In 1999 he retired and was succeeded by Thabo Mbeki. For the rest of his life, he remained involved in cultivating peace around the world. He also established the Nelson Mandela Children's Fund and the 46664 HIV/AIDS awareness campaign.

He died on 5 December 2013, after a long illness. Madiba" means and a title was given to him out of respect for his life's work.

Activity 4: Nelson Mandela

1. Use a dictionary or ask your teacher to help you write definitions for the following words:
 - Underground organization
 - Democratic
2. With whom did Nelson Mandela receive the Nobel Peace Prize?
3. Why is Nelson Mandela known around the world?
4. What does the Bible teach us about how to treat people? Would you say Nelson Mandela was obedient to this Biblical command?
5. Why was Nelson Mandela in prison?
6. What can you learn about leadership from Nelson Mandela's life?



Paul Kruger

Stephanus Johannes Paulus Kruger was born on 10 October 1825. He never received decent education but learned a lot about nature through experience. In 1836 his parents joined the Great Trek to the Transvaal. At the age of 16, Paul Kruger chose a farm for himself. He chose a piece of land near Rustenburg and named the farm Waterkloof. In 1847 he married Gezina du Plessis.

He participated in many battles during his life. He was also a strong leader and soon played a role in the government of the Transvaal. He was even in Britain to negotiate for the independence of the Transvaal. His leadership qualities stood out, and on 9 May 1883, he became the State President of the South African Republic (ZAR).

Term 3



History

Transport over time



Transport over time

Values



View of God:

(Who is God?)

Creator, Provider.

View of Man

(Who am I?)

Steward, crown of creation.

View of Creation

(What must I do?)

Cultivate the earth, in other words the technological possibilities that God lays in His Creation must be exploited and practically applied.

Knowledge



- How transport has changed over time.
- Means of transport on land.
- Means of transport in water
- Means of transport in the air.

Skills



- Compare means of transport and find out how the technology of transport has changed our lives.



Transport over time

Unit 1: Transportation on land

Today we are used to getting into a car quickly and driving to church, school, supermarkets, or friends. You reach your destination quickly. But this was not always the case. Imagine that you only had a donkey cart or a bicycle at your disposal to get somewhere. Transport has changed a lot over time. The development of transportation impacts the things people can do.



On land, the following means of transport are useful:

- Animals
- Carts, wagons and carriages
- Bicycles
- Trains
- Motor vehicles

Animals as means of transport

There are a variety of animals that can be used as means of transport.

- Donkeys
- Horses
- Camels
- Elephants
- Oxen

From the earliest times, donkeys were used as **riding animals** or **pack animals**. Donkeys can be tamed and allow people to sit on them. They are strong animals that can carry a heavy load on their backs. A donkey can also be used to pull a donkey cart. Donkeys were easy to obtain at the time and even poor people had donkeys. Although donkeys are still used today, we rarely see a donkey cart.

Because donkeys are small animals and cannot cover vast distances, people began to tame wild horses. A horse is a large, strong animal, and four to six horses can even pull a large, heavy carriage. Horses were also used as a means of transport in wars. Many farmers today still use horses as a means of transportation. Today, many people keep horses in stables just outside the city. The horses often take part in sports such as horse racing or polo.



Figure 6.1: A donkey is used as a means of transport.



Figure 6.2: Horses and riders play polo



Transport over time

In the desert lands, a donkey or a horse is not very useful. They quickly become thirsty and cannot cover the great distances between water points. Therefore, camels are rather used in such dry conditions. Camels were specially created to survive in hot and dry desert lands. The hump on a camel's back is fat in which water is stored. When a camel must walk long distances, he uses the water in his hump. Camels also have extra-long lashes to protect their eyes from dust. In the desert lands, camels are seen as a sign of wealth.



Figure 6.3: A camel

In India, elephants have been used as a means of transportation for many years. The Indian elephant is smaller than the African elephant and can be tamed more easily. In the jungles and mountains, elephants can be used better than horses. The elephants are very strong and are, for example, used to pick up heavy poles.



Figure 6.4: An Indian elephant is used as a means of transport

The ox is very well known as a **draft animal** in South Asian history. Oxen are very strong animals and can work together in a team. Oxen are not often used for riding but are instead **harnessed** and used in front of a wagon.

Using animals as a means of transportation is much faster than walking, but a carriage or cart is still much faster than animals. Wagons, carriages and carts are used to transport larger products and more goods for people.



Figure 6.5: Oxen harnessed to work

Carts, wagons and carriages are means of transport drawn by animals. Donkeys, horses, camels, elephants and oxen do not need a path to walk on. Carts, carriages, wagons, bicycles and cars must travel on a road. The world's first proper roads were built by the Romans. Their paths were straight, and they went around obstacles rather than over them.

The following developments in transport took place:

- Donkeys were used for donkey carts. Donkey carts have two wheels. Stock was transported on donkey carts.

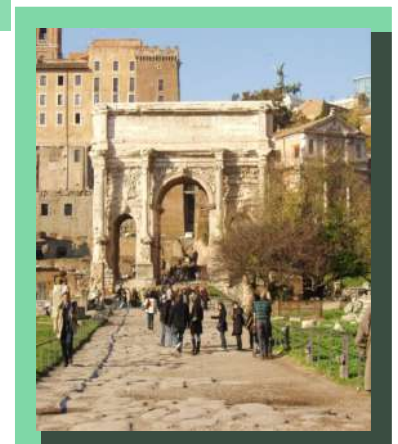


Figure 6.6: Remains of Roman roads



Transport over time

The Greeks and Romans even used donkeys to transport cannons. In some parts of the world, donkey carts are still used because cars cannot access certain places easily.

- Horses were harnessed to coaches and chariots. Carriages and wagons have four wheels. Coaches were controlled and driven by a coachman who sat outside on a special seat. Passengers sat in a carriage. Postal carriages were used to transport mail. Carriages are still used today in royal ceremonies.



Figure 6.7: A carriage and horses

- An ox was used in front of an ox cart or a plough. People and heavy objects were transported on ox carts. During the Great Trek, oxen were used to pull the Voortrekkers' wagons.

Activity 1: Animals, carts, wagons and carriages



- Write the definitions of the following words in your workbook. Use a dictionary or ask your teacher to help you.
 - Riding animals
 - Pack animals
 - Draft animals
 - Harnessed
- Why do people use camels rather than horses in the desert?
- Why are carts, wagons and carriages better means of transport than animals on their own?
- Copy the table in your workbook and complete it. One example was done for you.

	Donkey	Horse	Elephants	Camels	Oxen
Pack animal	✓				
Riding animal	✓				
Draft animal	✓				
Reason why it was used	Strong animal				
Carts, wagons or carriages	Donkey cart				



Bicycles as means of transport

The first bicycle was built in 1817 by a German, Baron von Drais. It was known as the "swiftwalker" and was made entirely of wood. His bike had two wheels and a seat but no pedals. This bike was not practical for transportation.

In the 1840s, the French first used the word "bicycle" for vehicles with only two wheels. In the 1860s, various bicycles appeared on the market - bicycles with two, three or even four wheels. Bicycles were luxury items owned only by rich people.

In the 1880s, the high-front bicycle was developed. This bike was called the "penny-farthing". The words "penny" and "farthing" refer to two English coins. The "penny" was very large, and the "farthing" was very small. The frame was light with a large front wheel (penny) and a small rear wheel (farthing). The pedals on the front wheel increased the speed at which one could ride. Bicycles were very dangerous at the time.

The wooden bicycle was replaced by a metal bicycle that had inflatable wheels. This made transportation easier and more popular. The safety bike was designed in the 1870s. This bike had a chain that connected the two wheels. The pedals turned the chain and made the bike move. Today, bicycles are commonly used as a means of transportation. Cycling as a sport has also become popular around the world. Cycling is no longer just meant for rich people,

but people with all kinds of income ride bikes to reach their destinations. There are even special bike paths, and large bike sheds at train stations in some countries in Europe. Bicycles have the advantage that they do not produce exhaust gases and they take up less space than cars.



Figure 6.8: The walking bike

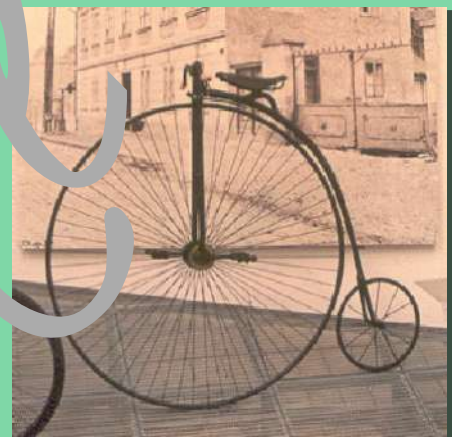


Figure 6.9: The penny farthing



Figure 6.10: A modern bicycle



Activity 2: Bicycles

1. Why was the walking bike not practical for transport?
2. Explain what the “penny-farthing” was.
3. Why was the bicycle of the 1870s called the safety bicycle?
4. Bicycles have the advantage that they produce no exhaust fumes.
Why are exhaust fumes a problem?
5. Today we have many kinds of transportation. For what reasons do people still ride bicycles? Give three reasons.

The steam engine and the train

By the 1700s, people in England had simple railways with animals hauling wagons from mines to factories. It took a long time to transport the goods, and the animals could not carry heavy loads.

In 1760 the **Industrial Revolution** began to take place. It was a time when many new technologies were being developed, and machines were being designed. It was at this time that the first steam engine was made. Soon steam engines were built for many types of machines.

The first steam train came as early as 1800. These were simple designs and showed people that steam engines were strong enough to transport goods and people.



Figure 6.11: The Rocket locomotive

George Stephenson was known as "the machine doctor". From an early age, he worked on steam engines in factories. In 1813 he built his first locomotive, called "Blucher". This locomotive was strong enough to tow coal trucks for 14km. Later he built more locomotives such as the "Puffing Billy" and the "Rocket". George started his own factory, and the first railway built according to his directions.

At first, only goods were transported. The first passengers were transported by train in 1827. Trains became increasingly safer. The technology also quickly spread overseas to countries like the US.

In cities like London and Paris, city planners had to design underground tunnels for trains because of the improved steam engine technology.

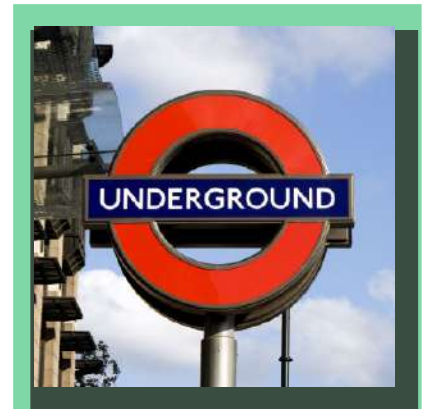


Figure 6.12: The London
“Underground” train transport



Transport over time

Although the smoke pollution in the tunnels caused problems, this mode of transport quickly became popular. By the end of World War II, most major cities had stopped using steam engines and instead started using diesel engines. Today, many trains are designed to be **powered** by both diesel and electricity. The train could travel at 160 km / h. Today, some trains can run even 500 km/h.

The technology of trains continued to improve. In 1964, the first express train was introduced in Japan. The train could travel at 160 km/h. Major European and Japanese cities have massive train transport systems. Today, some trains can run even 500 km/h.



Figure 6.13: The Gautrain at Sandton station

In South Africa, we have well-known trains such as the Blue Train, a luxurious passenger train. The train has been running between Cape Town and Pretoria since 1931. Another well-known train is the Gautrain, South Africa's express train. The Gautrain connects Pretoria and Johannesburg. Trains use much less fuel than cars and can transport many more people at once. They are expensive to build and very expensive to maintain. They also move fairly slow and can only go where tracks have been built.

Activity 3: Trains and railways

1. Use a dictionary or ask your teacher to write down a definition for the word **powered**.
2. Steam engines were designed during the Industrial Revolution. What was the Industrial Revolution?
3. What disadvantage did steam engines have?
4. Make a list of the technological improvements that trains underwent through the centuries.
5. What are the benefits of trains today?
6. What are the disadvantages of trains today?
7. Find pictures of the Gautrain and the Blue Train and paste them in your workbook. Write an appropriate caption for each photo. You may also draw it from a picture.



Term 4



History

Communication over time



Communication over time

Values



View of God:

(Who is God?)

God reveals Himself through language.

God reveals His will through human words.

View of Man:

(Who am I?)

Crown of creation, cultivate and preserve Earth.

View of Creation:

(What must I do?)

Must carry out the command to rule over the earth and cultivate it through the development of communication agents.

Knowledge

- How man communicated in the past.
- How communication changes with technology development.



Skills

- Distinguish between good and bad uses of technology.





Unit 1: Oldest forms of communication



The gift of communicating enables us to talk to people, listen to people, and see what people are doing. Communication is not just about talking but also about emotions and gestures. You use your whole body and all your senses in the communication process. As the technology evolved over the centuries, so have the forms of communication. Every form of communication brings the responsibility to use it properly.

People have been communicating in the following ways since the earliest time:

1. With language: God created language and reveals Himself through language. Today, there are thousands of languages around the world. With the outpouring of the Holy Spirit on the day of Pentecost, everyone could hear the gospel in their own language.
2. Without language: Facial expressions and body language support your words.
3. With symbols: Deaf people use their hands to form symbols to be able to communicate. Smoke signals were used at a time to send a message. The Egyptians wrote in pictures for the first time, and today we use the alphabet to write our language on paper.
4. With songs and music: We sing Psalms to praise and glorify God. The sound of drums can send a clear message. Today's music also sends messages - through both words and rhythm. A work of art does not communicate with words, but the colours, shapes and texture send out a message.
5. With dance and art: David danced before the Ark of the Covenant (1 Chron. 15:29) and Miriam took tambourines with the women and danced with joy (Ex. 15:20).

Dance, therefore, sends a message of joy or even aggression. Think of war dances.



Figure 8.1: The South African sign language.
Deaf people use symbols and gestures to communicate

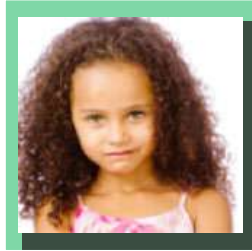


Figure 8.2: The STOP Street symbol

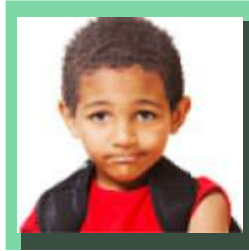


Activity 1: Facial expressions

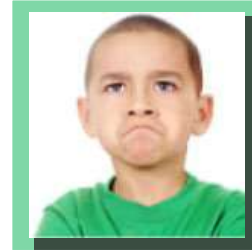
1. What emotion is shown in each of the children's faces below?



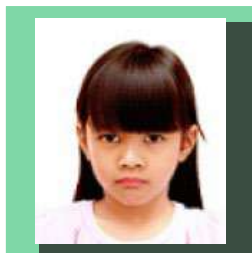
1



2



3



4



5



6

2. Explain how dance is a form of communication.

3. Why should we act responsibly with the way we communicate?

The San people communicate

The first inhabitants of South Africa were the San people. They were hunter-gatherers. We know that they lived all over the country because we find their rock art all over South Africa. The San people communicated with each other in the following ways:

- Rock art were used to tell stories and leave their history behind for the people. We can still learn a lot about their way of life today by studying their rock art.



Figure 8.3: Rock art against a cave wall



Figure 8.4: A San hunter tells a story while dancing

- The hunters told stories about their hunts in the evenings by the fire using gestures.
- The San people also performed traditional dances and songs about great hunts, and so-called healing dances were danced by their witch doctors.
- They spoke a language full of clicking sounds and used gestures and facial expressions to amplify their words.

Sample

