

# Social Sciences: History Grade 5

**By:**

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**Online:**

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**C O N N E X I O N S**

Rice University, Houston, Texas

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# Chapter 1

## Term 1

### 1.1 Archaeology<sup>1</sup>

#### 1.1.1 SOCIAL SCIENCES: HISTORY

#### 1.1.2 Grade 5

#### 1.1.3 THE STORY OF YOUR PROVINCE

#### 1.1.4 Module 1

#### 1.1.5 THE PAST OF YOUR PROVINCE: ARCHAEOLOGY

ARCHAEOLOGY CAN HELP YOU TO HAVE A BETTER UNDERSTANDING OF THE PAST OF YOUR PROVINCE BY LOOKING AT:

How people lived; and

Which objects they used in their daily lives.

In this learning unit you are going to do four exercises to help you with this.

##### 1.1.5.1 ACTIVITY:

##### 1.1.5.2 HOW TO ACQUIRE SOURCES, USE THEM AND REPORT BACK

##### 1.1.5.3 [LO 1.1; 1.2; 1.3]



**Figure 1.1**

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m22356/1.1/>>.



**Figure 1.2**



**Figure 1.3**

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(a) The following objects were found in a cave! Work in pairs and discuss the following questions:

For what purpose was each object used?

How were they made?

From what were they made?

When were they made?

The following objects have been found in your neighbour's refuse bin. The objects found at the top were written down first, and those found at the bottom of the bin were written down last.

A TASK FOR YOU!



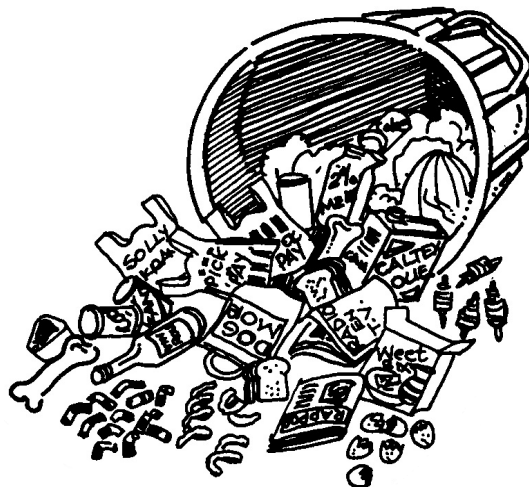


Figure 1.4

(b) Divide into groups and use the clues to discover as much as possible about this family. Then write a short account on a typical day in their lives.

meat bones  
 two empty cold drink tins and a wine bottle  
 twelve cigarette butts  
 potato peels  
 The Sunday Times  
 an empty Cereal box  
 egg-shells  
 pieces of bread  
 empty dog food bag  
 two empty Pick 'n Pay bags  
 empty Solly Kramer bag  
 Radio and TV magazine  
 four old spark-plugs, oil-filter  
 empty oil-can  
 used tea-bags, milk-container  
 broken rugby-ball

(Your teacher can also bring his/her clues to school to bring the exercise closer to reality!)

#### 1.1.5.4 DID YOU KNOW?

When you, as detectives, have gathered information about this, you are called archaeologists and you are busy with:

A										Y
---	--	--	--	--	--	--	--	--	--	---

Table 1.1

An archaeologist can also obtain information from rock-paintings. We are going to study San rock-paintings.

#### BACKGROUND INFORMATION!

There have been hunter-gatherers in Southern Africa for more than 2 million years. The first of these groups, like the San, arrived in South Africa 10 000 years ago. They trekked around in small family groups, looking for food. (This has been confirmed by research related to their bones, rock-paintings and tools.) The men hunted and the women gathered wild edible plants (e.g. fruit, bulbs, etc.). They also caught fish. During winter they usually lived in reed huts or caves. In summer they just slept in hollows covered with grass or reeds. The clothes of the San, of course, were made from animal skins.

(c) Your friend is an archaeologist. State whether his deductions are true or false about the rock-paintings.



Figure 1.5

		TRUE	FALSE
1.	While the men dance, the women sit on the side, clapping their hands.		
2.	The men carry three sticks to keep the rhythm or beat.		
3.	The men wear caps made from antelope hair.		
4.	The painting was originally red.		

Table 1.2



Figure 1.6

		TRUE	FALSE
5.	The San usually hunted alone.		
6.	They could hunt animals bigger and stronger than themselves.		
7.	The San were good hunters.		

**Table 1.3**

(d) Acquire sources from which you can get the following information. Name the source and the page number on which the information is found.

1. How did the San hunt wild animals?
2. How did they start the fire when they wanted to cook meat?
3. Did the San tame animals? Motivate.
4. How did they save important stories (like a great hunt) for posterity?

### 1.1.6 Assessment

LO 1

**HISTORICAL ENQUIRY** The learner will be to use enquiry skills to investigate the past and present. We know this when the learner:

1.1 finds sources: with guidance, selects sources useful for finding information on the past (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);

1.2 works with sources:

records and categorises information from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);

1.3 answers the question:

continues to use information from sources to answer questions about people, events, objects, and places in the past.

### 1.1.7 Memorandum

ACTIVITY

- a) Artefacts such as pots, scrapers and arrow-heads were made two million years ago from clay, stone, bone and wood.
- b) Archaeology
- c)

- (1) True
- (2) False
- (3) True
- (4) True
- (5) False
- (6) True
- (7) False
- Arrow, bow

- Use two sticks (one hard, one soft). The hard stick is twirled to and fro with the person's hands, with one point in a hole in the soft stick. After a while the soft stick starts to smoke. Dry grass is placed on the smouldering coal.
- Rock-engravings (painting)

## 1.2 Drawings and diagrams<sup>2</sup>

### 1.2.1 SOCIAL SCIENCES: HISTORY

#### 1.2.2 Grade 5

### 1.2.3 THE STORY OF YOUR PROVINCE

#### 1.2.4 Module 2

### 1.2.5 THE PAST OF YOUR PROVINCE: DRAWINGS AND DIAGRAMMS

HOW DRAWINGS AND DIAGRAMMS CAN HELP YOU TO HAVE A BETTER UNDERSTANDING OF THE HISTORY OF YOUR PROVINCE

#### BACKGROUND INFORMATION FOR YOU!

About 2 000 years ago the Khoina, most of whom were herdsmen, arrived in South Africa from the north. Because of their livestock, they lived in areas where there was enough grazing for their sheep and cattle and where they could hunt and gather food. They lived in large groups and often had to trek around. They therefore had few possessions. Huts were built with long curved slats, covered with reed mats on the outside. They rubbed cow dung and blood on the floors and built an enclosure outside the hut. At night they slept on reed mats. Pots and milk pails, like everything else, were designed to be fastened across the backs of animals when they travelled.

#### 1.2.6 ACTIVITY 1:

### 1.2.7 TO USE DRAWINGS AND DIAGRAMMS TO HAVE A BETTER UNDERSTANDING OF THE HISTORY OF YOUR PROVINCE

#### 1.2.8 [LO 1.2]

Study the following sources and answer the questions.

#### SOURCE A



Figure 1.7

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#### SOURCE B

The Khoina used the following articles from their environment to stay alive.

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<sup>2</sup>This content is available online at <<http://cnx.org/content/m22358/1.1/>>.

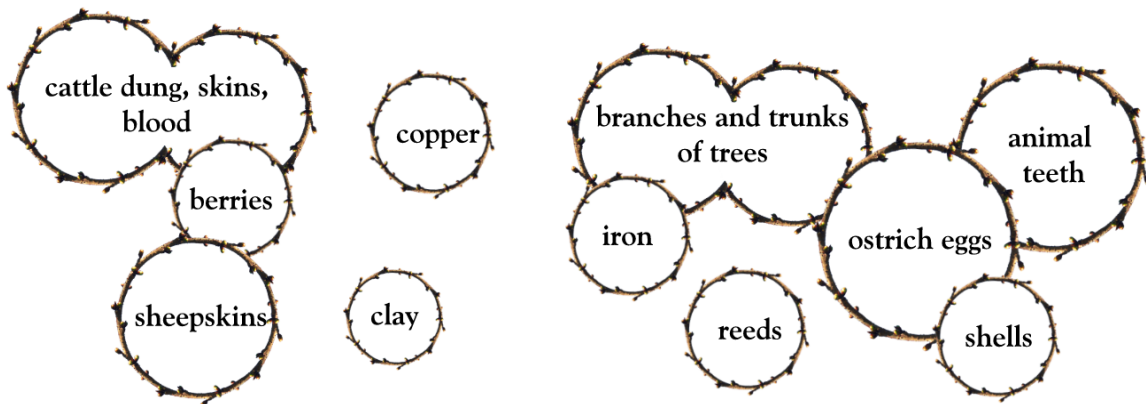


Figure 1.8

Do you know how they made the following items? You may select materials from the list.

	huts	tree trunks, reeds, lay, animal hides
	clothes	
	necklaces	
	weapons	
	pipes	
	containers	
	pots	
	footwear	

Table 1.4



Figure 1.9

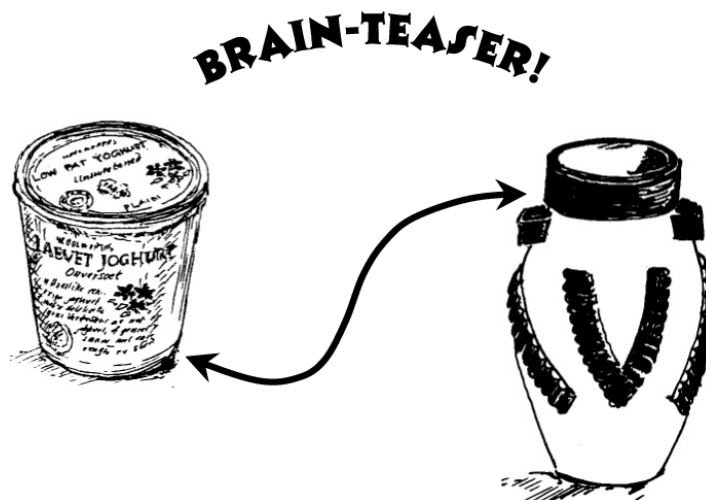


Figure 1.10

What is the connection?

Which herbs do you use in the kitchen?

#### DUTCH FARMERS

As you know, the D.E.I.C. became a very powerful trading company. Many of their ships sailed from Europe to the East. In 1652 Jan van Riebeeck was sent to establish a halfway station at the Cape.

In 1657 he gave permission to the first nine farmers (Free Burghers) to start farming on small farms. By doing so, the D.E.I.C. hoped to be able to supply ships with enough fruit, vegetables and grain, and to reduce their expenses. The D.E.I.C. bought products from the Free Burghers at fixed prices. As the Free Burghers increased in number, they also became involved in other agricultural activities.

(b) Also study the following statistics on the farming activities of the Free Burghers. Then state whether the claims are true or false. If untrue, supply the correct facts.

YEAR	CATTLE	SHEEP	WINE (LEAGUER)	WHEAT (BAGS)
1711	20 743	116 256	1 094	20 526
1713	16 557	120 208	1 617	12 360
1783	62 762	310 904	3 239	14 983
1788	80 921	445 557	7 186	22 280
1795	71 664	418 817	6 271	32 936

Table 1.5

**Adapted from:** H.J. van Aswegen, *Geskiedenis van S.A. tot 1854*, p. 93.

1. In 1713 wheat farmers changed to cattle farming.
2. The decrease in wheat production from 1711 to 1713 was due to droughts, untimely rain or diseases.
3. From 1788 the government had to import wheat due to a shortage.

In 1780, when there were approximately 10 500 Free Burghers, the D.E.I.C. controlled the territory up to the Orange River in the north, and the Fish River in the east.

Farmers tilled the land for one year and then let it lie fallow during the following year. Everyone worked from sunrise to sunset. The heavy plough was pulled by oxen. Wheat, harvested from December, was tied in small bundles and stacked. The southeaster usually assisted in the threshing of the wheat. Afterwards the grain was cleaned, measured, put into bags and immediately taken to town or to the miller.



Figure 1.11

---

(c) Now design your own advertisement to indicate that you need workers on your wheat farm.

Most families were large. There were also squatters ("bywoners"), mainly Khoina servants. Wealthier farmers owned slaves. The women raised the children (sometimes teaching them) and had to prepare the meals. The men usually looked after the cattle or hunted on horseback. They produced their own dried fruit, butter, soap and animal skins. Coffee, tea, sugar, rifles, powder and lead were very scarce and were mainly bought from traders. Remember: a journey to Cape Town took about three months!

(d) GROUP WORK!!

Divide into groups and study the following drawings. Each member of the group takes a turn to ask a question with regard to a drawing. The group must answer. Do not ask questions that require yes or no answers. The **group leader** should write down any unanswered questions so that they can be put to the class!

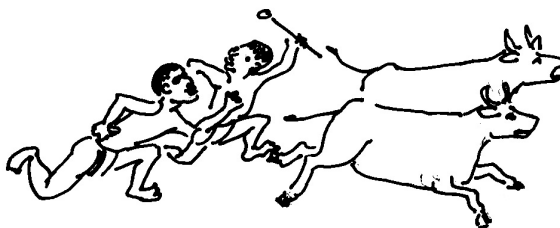


Figure 1.12

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Figure 1.13

(e) Design your own comic strip to describe a day in the life of a stockfarmer family.

### 1.2.9 Assessment

#### LO 1

**HISTORICAL ENQUIRY** The learner will be to use enquiry skills to investigate the past and present.

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1.2 works with sources:  
 records and categorises information from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);

1.3 answers the question:

- continues to use information from sources to answer questions about people, events, objects, and places in the past.

### 1.2.10 Memorandum

#### ACTIVITY

Clothing	Skins, reeds and grass (hats, baskets)
Necklace	Seeds, small leather pouches filled with pebbles, shells, reed, horn
Weapons	Bone, stone, branches, poison, leather, kerie, traps
Pipe	Wood
Containers, pots	Leather bags, tortoise shells
Footwear	Wood

**Table 1.6**

b)

- Untrue, it was merely a bad harvest
- True
- Untrue, there was an increase

## 1.3 Maps<sup>3</sup>

### 1.3.1 SOCIAL SCIENCES: HISTORY

#### 1.3.2 Grade 5

#### 1.3.3 THE STORY OF YOUR PROVINCE

#### 1.3.4 Module 3

#### 1.3.5 THE PAST OF YOUR PROVINCE: MAPS

HOW MAPS CAN HELP YOU TO HAVE A BETTER UNDERSTANDING OF THE PAST OF YOUR PROVINCE

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<sup>3</sup>This content is available online at <<http://cnx.org/content/m22360/1.1/>>.

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