




Directorate: Curriculum GET: LESSON PLAN TERM 3



SUBJECT and GRADE	SOCIAL SCIENCE – GRADE 9 HISTORY	
TERM 3	<p><i>Week 1-2: This week will focus on the repression and non- violent resistance to apartheid. The topic is divided into two sections as indicated below</i></p> <p>Guidelines and criteria for Oral history and research project: Suggested topic: How apartheid affected people’s lives and how people responded: Research any apartheid law, and interview a person who was affected by that law and determine how he or she responded.</p> <p>The Universal Declaration of Human Rights after World War II Brief definition and explanation of racism (30 minutes)</p>	
LINK TO TEACHING AND ASSESSMENT PLAN	<p>FOCUS: Guidelines and criteria for Oral history and research project: Section 1: The Universal Declaration of Human Rights after World War II/ Section 2: Brief definition and explanation of racism (30 minutes)</p>	
AIMS OF LESSON	<p>To understand the Universal Declaration of Human rights after WW2 Brief explanation of Racism</p>	
REOURCES	<p>Paper based resources</p> <ul style="list-style-type: none"> • <i>Learner need to refer to the accompanying power point slides 1 -</i> • <i>Textbooks: Chapter:</i> • 	<p>Digital resources</p> <p><i>Refer to the relevant digital resources e.g. links on the WCED ePortal</i></p>  <p>https://www.thelearningtrust.org/asp-treasure-box</p>

INTRODUCTION

- *The introduction must be linked to the Aims of the Lesson*

The Universal Declaration of Human Rights:

- 10 December 1948, the newly formed United Nations (UN) General Assembly passed the *Universal Declaration of Human Rights* (UDHR).
- This was in response to the devastation of World War 2.
- The aims of the UDHR were to contribute to 'freedom, justice and peace in the world.'
- It represented the first global expression of rights which all human beings are naturally entitled.
- 56 members of the United Nations adopted the UDHR.
- The UDHR's aim was to set a standard of rights for all people everywhere – whether male or female, black or white, communist or capitalist, rich or poor.

Universal Declaration of Human Rights

This simplified version of the 30 Articles of the [Universal Declaration of Human Rights](#) has been created especially for young people.

- **1. We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
- **2. Don't Discriminate.** These rights belong to everybody, whatever our differences.
- **3. The Right to Life.** We all have the right to life, and to live in freedom and safety.
- **4. No Slavery.** Nobody has any right to make us a [slave](#). We cannot make anyone our slave.
- **5. No Torture.** Nobody has any right to hurt us or to torture us.
- **6. You Have Rights No Matter Where You Go.** I am a person just like you!
- **7. We're All Equal Before the Law.** The law is the same for everyone. It must treat us all fairly.
- **8. Your Human Rights Are Protected by Law.** We can all ask for the law to help us when we are not treated fairly.


- **9. No Unfair Detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
- **10. The Right to Trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
- **11. We're Always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
- **12. The Right to Privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
- **13. Freedom to Move.** We all have the right to go where we want in our own country and to travel as we wish.
- **14. The Right to Seek a Safe Place to Live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
- **15. Right to a Nationality.** We all have the right to belong to a country.

What is racism?



Definition: Racism is **discrimination**, or unfair treatment based on a person's **race**. Race is the division of people based on physical characteristics such as skin colour. **Racism** is when a person is regarded as inferior because of the colour of their skin.

There are four types of racism:

- **Historical racism:** This type of racism is based on origins or where a person comes from. For instance, the **Nazis** believed that white people of German origin (**Aryans**) were superior to all other people.
- **Scientific racism:** This kind of racism focuses on **physical characteristics** of humans, such as **brain size**. It believes that some races are better and more intelligent than others. This 'superior races' need to **civilise** others. **(To help others to be better mannered or more socially acceptable).**
- **Institutional racism:** This type of racism refers to activities that are meant to protect the **advantages of a dominant group**. This happened during **apartheid** in South Africa. **Laws** that discriminated against black people **protected the advantages of white people**.

	<ul style="list-style-type: none"> • New racism: New racism does not involve scientific theories or beliefs about inferiority or superiority of certain races. It is a less obvious form of racism, and includes xenophobia (discrimination against immigrants or refugees) and <i>negative attitudes towards groups with different cultural values.</i> 	
<p>KEY CONCEPTS AND DEFINITIONS</p> <p>Explain and define core concepts.</p>	<p>CONCEPTS</p> <ul style="list-style-type: none"> • <i>Human Rights</i> • <i>Declaration</i> • <i>Racism</i> • <i>Apartheid</i> • <i>Treaty</i> • <i>Hierarchy</i> 	<p>SKILLS</p> <p><i>The following skills will be addressed in this lesson:</i></p> <ul style="list-style-type: none"> • <i>To extract information; interpretation and analysis of information, usefulness and reliability of sources and paragraph writing are important to understand and to apply.</i> • <i>Ensure that the questions set in the activities address these skills</i>
<p>ACTIVITIES/ASSESSMENT</p> <p>Tutor</p> 	<ul style="list-style-type: none"> • 1. We Are All Born Free & Equal. • 2. Don't Discriminate. • 3. The Right to Life. • 4. No Slavery. • 5. No Torture. • 6. You Have Rights No Matter Where You Go. • 7. We're All Equal Before the Law. <p>Briefly explain what each of these Human Rights mean to you.</p>	
<p>CONSOLIDATION</p>	<p><i>To summarise/ Remember the following:</i></p> <p><i>Human beings are protected under the Declaration of Human Rights, which contribute to 'freedom, justice and peace in the world. When these rights are denied, as in WW2, humans suffer great injustices.</i></p>	

NOTES

SUBJECT	SOCIAL SCIENCES HISTORY		TERM	3
	GRADE	9	DATE	Week 1-2
 TEACHER'S ACTIVITIES	Skills (WHAT I am going to teach/guide/support...) Source – based and paragraph writing		Teaching Methodologies/ Approach (HOW I am going to teach/guide/support...)	
	Read through the Notes, and answer the activities. <i>The Tutor has been used to provide tips on how to approach the following questions:</i> To extract, give definitions of concepts, analyze sources and comparing sources and the power points for paragraph writing		<ul style="list-style-type: none"> Identify the concepts that will be covered in the lesson Use the power point to explain the content Refer to the sources and questions that will be addressed Ensure that the learners understood what must be done. Do the activities 	
 PARENT'S ACTIVITIES		Please refer to teacher's activities		Parents to help with the understanding of the topic in the textbook; the power points; reading with understanding should also be a focus Check list: <ul style="list-style-type: none"> My child knows the content Y/N My child understands the concepts Y/ N My child could answer the questions Y / N Can my child answer the questions?
		Use of the textbook very important and where possible access the digital resources indicated in the lesson		



LEARNER'S ACTIVITIES

Learner activities: step by step, practical, keep it simple.

Activity 1

Read the notes provided above and answer the questions on it and understand the information in the source

Answer the questions.

NB the mark allocation is an indication of how long or short your responses should be.

Also use your textbook to do further activities on the topics.

Reflection:

At the end of the section I can:

- Work with sources Yes / No
- Explain the concepts Yes / No
- Discuss the content Yes / No

I need help with:

