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**WEEK 1: LESSON 1**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Compass Direction

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify what a compass is.

2. Find out the work of a compass from the internet and write it down.

3. Appreciate the work of a compass.

**Key Inquiry Question:**

- What does a compass look like?

**Learning Resources:**

- Pictures of compasses

- Photographs showing how compasses are used

- Charts of compass directions

- Video clips explaining how compasses work

- Longhorn Social Studies Grade 4 (Pages 1-4)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing what was covered in the previous lesson about maps and direction.

- Guide learners to look at pictures of compasses and discuss as a class what they think a compass is. Encourage them to share their initial thoughts.

**Lesson Development (25 minutes):**

**Step 1:** Identify What a Compass Is

- Present a clear definition of a compass. Show images and physical examples of compasses.

- Ask students what they observe and what they think the purpose of a compass is.

**Step 2:** Understanding the Work of a Compass

- Introduce the main function of a compass - to show direction. Discuss the cardinal directions (North, South, East, West).

- Break students into small groups and assign them to use tablets or computers to research how a compass works.

**Step 3:** Writing What They Learned

- Have each student write down what they discovered about the compass in their notebooks. This will help reinforce new vocabulary and concepts.

- Encourage them to include one interesting fact they learned from their research.

**Step 4:** Class Discussion

- Reconvene as a class. Ask a few students to share their findings with the group. Facilitate a discussion on the importance of a compass in navigation.

**Conclusion (5 minutes):**

- Summarize the key points: what a compass is, its directions, and how it helps in navigation.

- Conduct a quick interactive activity: Have students point to the cardinal directions around the classroom while saying them aloud.

- Preview the next session: “Next time we’ll dive into how compasses are used in real-life situations like hiking and exploring.”

**Extended Activities:**

- Create Your Own Compass: Students can make a simple compass using a needle, a cork, and a bowl of water to observe its ability to point North.

- Compass Scavenger Hunt: Organize an outdoor scavenger hunt where students use a compass to find various markers or objects based on compass directions.

- Research Project: Assign students to research how different cultures have used compasses throughout history and present their findings in the next class.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Compass Direction

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify the four cardinal points of a compass.

2. Draw a compass and show the four cardinal points.

3. Appreciate the four cardinal points of a compass.

**Key Inquiry Question:**

- What is a compass?

**Learning Resources:**

- Pictures of compasses

- Photographs of different landscapes (e.g., mountains, rivers)

- Charts showing directions

- Video clips demonstrating the use of a compass

- Physical compass (if available)

- Longhorn Social Studies Grade 4 Page 1-4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson to recall key concepts and engage students.

- Present a short discussion using pictures/photographs to introduce what a compass is and its importance in navigation.

**Lesson Development (25 minutes):**

**Step 1:** Brainstorming

- In pairs, students will brainstorm what they already know about the compass.

- Share ideas as a class, guiding them to identify the four cardinal points: North, South, East, and West.

**Step 2:** Introduction to the Compass

- Show images of a compass and explain how it works. Highlight how the needle always points to the magnetic North.

- Discuss the significance of each direction in real-life scenarios, such as maps and navigation.

**Step 3:** Drawing the Compass

- Distribute paper and colored pencils.

- Instruct learners to draw their own compass, ensuring they label the four cardinal points clearly.

- Walk around the classroom to assist students with their drawings and answer questions.

**Step 4:** Class Sharing

- Invite a few students to present their compass drawings to the class, explaining their understanding of the cardinal points.

- Encourage classmates to ask questions and provide positive feedback.

**Conclusion (5 minutes):**

- Summarize the key points learned about compass directions, emphasizing the four cardinal points and their significance.

- Conduct a quick interactive activity, such as a compass trivia quiz, where students can answer questions about the material covered.

- Preview the next lesson by hinting at exploring maps and how they relate to the compass.

**Extended Activities:**

- Create a compass rose art project, where students can design their own decorative compass rose showing directions.

- Have students use a compass (real or drawing) to create a simple treasure hunt around the schoolyard, where they must use the cardinal points to find hidden treasures.

- Encourage students to explore their own environments and report on how they think compass directions can help in their local area.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Compass Direction

**Specific Learning Outcomes:**

**- By the end of the lesson, learners will be able to:**

1.Use the compass they drew to give directions to classmates.

2.Seek guidance from the teacher and practice until they can identify east, west, south, and north confidently.

3. Appreciate the importance of learning to tell directions.

**Key Inquiry Question:**

- Can you tell the difference between east, west, south, and north?

**Learning Resources:**

- Pictures, photographs, charts, video clips

- Compass drawing handouts

- Longhorn Social Studies Grade 4 Textbook Pages 1-4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of the previous lesson to refresh learners' memories.

- Engage the class by reading and discussing relevant sections from the learning resources. Focus on key concepts, particularly the importance of understanding directions.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Compass Directions

- Introduce a simple compass drawing. Show how to label the four main directions: north (N), south (S), east (E), and west (W).

- Discuss characteristics of each direction (e.g., North is up on the compass, South is down, etc.).

**Step 2:** Practicing with Directions

- Have students practice with their compass drawings.

- Ask students to give each other directions using their compasses, e.g., "Walk north for 5 steps, then turn west."

- Circulate around the room to assist students and offer guidance where needed.

**Step 3:** Direction Games

- Conduct a quick game where one student gives a direction using their compass, and the others have to follow it.

- Example: “If I say ‘head east’, everyone should face east. This can be done quickly to stimulate engagement.

**Step 4:** Reflection

- Have students share what they learned about compass directions with a partner.

- Encourage them to think about why knowing directions is important in daily life.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, reiterating the difference between east, west, south, and north.

- Conduct a brief interactive activity, such as a quiz or a group shout-out where students call out a direction when prompted.

- Preview the next session by hinting at more complex ways of navigating and understanding maps.

**Extended Activities:**

- Compass Art: Have students create an artistic representation of their own compass and label the directions.

- Treasure Hunt: Organize a small treasure hunt in the schoolyard where students must follow directional clues to find a hidden object based on compass directions. This hands-on activity reinforces learning in a fun and engaging manner.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Compass Direction

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1. Explain how to read directions using a compass.

2. Practice giving directions for places in the school compound using the four cardinal points (North, East, South, West).

3. Appreciate the importance of using cardinal points for direction.

**Key Inquiry Questions:**

- How do we give directions of places using a compass?

**Learning Resources:**

- Pictures, photographs, charts, video clips

- Physical environment of the school compound

- Longhorn Social Studies Grade 4, Page 4-7

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson.

- Introduce the compass and its four cardinal points with pictures.

- Engage students in a discussion about how they use directions in their daily lives and why knowing these points is useful.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to the Compass

- Show students a compass (real or a picture) and explain the four cardinal points.

- Discuss how each point relates to directions (North = up, South = down, East = right, West = left).

**Step 2:** Classroom Demonstration

- Use a landmark in the classroom or the school compound (e.g., a tree, school entrance) as a reference.

- Ask students to identify the direction of this landmark using the compass. For example, "If the entrance is to the North, where is the playground?"

**Step 3:** Partner Activity

- Pair up students and provide them with a simple map of the school compound.

- In their pairs, students will practice giving and following directions to various locations using the four cardinal points.

- Each pair should take turns being the one to give directions and the one to follow them.

**Step 4:** Class Sharing

- Regroup as a class. Invite several pairs to share their experiences or directions given and followed.

- Discuss what was easy or challenging about using cardinal points for directions.

**Conclusion (5 minutes):**

- Summarize the key points discussed: what cardinal points are and how to give directions.

- Conduct a quick interactive activity where students point out directions (e.g., "Point North!").

- Preview the next session: "Next time, we will learn how maps use similar directions!" Encourage students to think of places they would like to find direction for in their community.

**Extended Activities:**

- Create a "Direction Scavenger Hunt" where students must find specific locations in the school based on given compass directions.

- Have students draw a simple map of their bedroom or home and label the cardinal directions on the map.

- Encourage students to create a directional story where characters find their way using cardinal points.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Natural and Built Environments

**Sub-Strand:** Natural Environment - Compass Direction

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1. Read a poem and identify the cardinal points of a compass.

2. Play a game telling directions to places near the school.

3. Have fun while learning to give and follow directions.

**Key Inquiry Question:**

- What is the direction of home from your school?

**Learning Resources:**

- Pictures, photographs, charts, video clips

- Physical environment

- Longhorn Social Studies Grade 4 (Pages 4-7)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Begin with a quick recap of what was learned about directions in the last lesson. Ask students questions to assess their retention.

- Discussion: Introduce the poem that highlights the cardinal points (North, South, East, West). Read the poem aloud and encourage students to listen for mentions of direction.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Cardinal Directions

- Present the cardinal points using a chart or a compass. Explain what each direction means and how to find them.

- Show students the compass rose and clarify that North is at the top, South at the bottom, East to the right and West to the left.

**Step 2:** Poem Activity

- Distribute copies of the poem. In pairs, have students read the poem together, underlining the lines that refer to the cardinal points.

- Ask students to share the directions they found in the poem with the class.

**Step 3:** Game - Direction Challenge

- Guide students in finding places near the school and asking them to give directions to those locations. For example, “Which direction is the library from our classroom?”

- Create scenarios where one student gives a starting point, and another has to indicate the directions needed to get to various landmarks.

**Step 4:** Reflection and Sharing

- After the game, bring the class together. Ask a few pairs to share the directions they discussed.

- Encourage them to use phrases like "go north," "turn east," etc., to reinforce the vocabulary.

**Conclusion (5 minutes):**

- Summary: Recap the key points learned about cardinal directions and the importance of knowing how to navigate using them.

- Interactive Activity: Have students participate in a quick round of "Compass Simon Says," where they must follow directional commands from the teacher (e.g. "Simon says face north!").

- Preview: Briefly inform students about the next lesson, which will focus on map skills and how they relate to the directions learned.

**Extended Activities:**

- Compass Scavenger Hunt: Create a scavenger hunt in the school yard. Provide students with clues that use cardinal directions to lead them to different items or locations.

- Directional Art: Have students create a compass rose on paper using art materials and label the cardinal points. They can include landmarks or places they know in each direction.

- Story Writing: Encourage students to write a short story or diary entry where they describe a trip home using cardinal directions to get different places along the way.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Compass Direction

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify the eight compass points.

2.Draw and label the eight compass points.

3.Appreciate the use of compass points in navigation.

**Key Inquiry Question(s):**

- Which are the eight compass points?

**Learning Resources:**

- Pictures, photographs, charts (showing compass directions)

- Video clips explaining compass points

- Longhorn Social Studies Grade 4, Pages 8-11

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about directions.

- Introduce the topic of compass points and explain their importance in navigation and understanding our environment.

- Guide learners to read and discuss relevant content from the learning resources, highlighting the eight compass points.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Compass Points

- Show a compass and explain the four main compass points: North, East, South, and West.

- Ask students to think about what direction they usually face when going to school or home.

**Step 2:** Adding Intermediate Directions

- Introduce the four intermediate compass points: Northeast, Southeast, Southwest, and Northwest.

- Use examples from real-life situations (like directions to a friend’s house) to illustrate these points.

**Step 3:** Think, Pair, Share

- Have students think of a place they want to go and describe where it is using compass points.

- Let them pair up and share their descriptions with each other.

**Step 4:** Draw and Label

- Provide blank paper and have students draw a large compass.

- Instruct them to label all eight compass points correctly.

- Encourage creativity by allowing them to decorate their compass or add their favorite places in relation to the compass points.

**Conclusion (5 minutes):**

- Summarize key points about the eight compass points and their significance for navigation.

- Conduct a brief interactive activity where students use a small compass or draw arrows on a piece of paper to point in each direction as you call them out.

- Preview the next session: “Next time, we will learn how maps are connected to these compass points!”

**Extended Activities:**

- Compass Craft: Create a physical compass using a paper plate, a paper clip, a needle, and a magnet. This hands-on activity reinforces understanding of how compasses work.

- Compass Directions Game: Organize a treasure hunt where students must follow compass directions to find hidden items around the classroom or schoolyard.

- Map Making: Ask students to create their own simple maps of their neighborhood using compass points to indicate direction.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Compass Direction

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Discuss how to read directions from the eight compass points.

2.Practice giving directions of places using the eight cardinal points.

3. Appreciate the importance of giving directions from the eight cardinal points of a compass.

**Key Inquiry Question:**

- How do you read directions from the eight compass points?

**Learning Resources:**

- Pictures, photographs, charts, video clips

- Longhorn Social Studies Grade 4, Pages 8-11

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on maps and navigation.

- Engage students in a short discussion about what they remember about directions, and introduce compass points.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Compass Points

- Show a visual representation of a compass and introduce the eight cardinal points: North, South, East, West, Northeast, Northwest, Southeast, and Southwest.

- Discuss the meaning of each point and where they are located.

**Step 2:** Compass Rose Activity

- Pass out a printed compass rose to each student.

- Have students label the eight compass points on their printed compass, referencing the visuals shown earlier.

- Ask students to share where they believe these points are in relation to their classroom or school (e.g., "If North is the front of the classroom, what direction is the library from here?").

**Step 3:** Real-World Application

- Show students a map of the local area or community.

- Ask them to practice giving directions to specific places using the compass points. For example, "To get to the park, go North and then turn East."

**Step 4:** Group Activity

- Divide the class into small groups and give each group a different scenario (e.g., "You are at the school; how do you get to the grocery store?").

- Have groups discuss and provide directions using compass points to present to the class.

**Conclusion (5 minutes):**

- Summarize key points: what the eight compass points are and how to use them for directions.

- Conduct a quick interactive game where students call out directions based on a situation given by the teacher (e.g., "How do we get to the playground?").

- Preview the next session: exploring maps and their significance.

**Extended Activities:**

- Compass Scavenger Hunt: Create a scavenger hunt in the schoolyard or classroom where students must use compass directions to find specific locations or items.

- Draw Your Own Map: Have students create a simple map of their neighborhood indicating their home, school, and a local park, using compass directions to label how to get to each place.

- Compass Crafts: Have students make a physical compass using craft materials to further understand the mechanism of direction.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Compass Direction

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1. Show direction on a map using the eight compass points.

2. Play computer games on compass direction for enjoyment.

3. Appreciate the use of the eight compass rose in everyday life.

**Key Inquiry Questions:**

- How do you read directions from the eight compass points?

**Learning Resources:**

- Pictures, photographs, charts, video clips, physical environment

- Longhorn Social Studies Grade 4, Pages 8-11

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson to refresh students' memories about maps and their uses.

- Guide learners to read and discuss relevant content from the learning resources, focusing on compass directions and the eight compass points (N, NE, E, SE, S, SW, W, NW).

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Compass Points

- Display a large picture of a compass rose and explain the eight points.

- Engage the students by asking them to identify directions they are familiar with in their daily life (e.g., "Where is North from your house?").

**Step 2:** Interactive Worksheet Activity

- Provide students with a worksheet that includes a blank map.

- Have students practice labeling the eight compass points on the map and indicating various directions between objects on the map (e.g., “Draw an arrow from the tree to the playground, showing the direction.”).

**Step 3:** Computer Game Activity

- Introduce a fun computer game designed to teach compass directions.

- Allow students to play the game in pairs, encouraging teamwork while they learn to navigate using the compass points.

**Step 4:** Real-World Application

- Lead a discussion on how the compass is used in real life, such as hiking, sailing, or in video games.

- Ask students to share examples of when they might need to use a compass on a trip or during outdoor adventures.

**Conclusion (5 minutes):**

- Summarize the key points learned in the lesson about compass directions and usage.

- Conduct a brief interactive activity, such as a quick quiz or a fun “compass direction” relay game where students have to move to different directions based on your prompts.

- Preview the next session’s topic about maps and their importance in history, prompting students to think about other navigation tools.

**Extended Activities:**

- Compass Scavenger Hunt: Create a scavenger hunt in the playground or classroom where students must follow compass directions to find specific items.

- Create Your Own Compass Rose: Have students design and decorate their own compass rose, labeling each point with a fun fact about direction.

- Direction Stories: Ask students to write a short story using at least five of the compass points to describe a journey or adventure.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Compass Direction

**Specific Learning Outcomes:**

**- By the end of the lesson, learners will be able to:**

1. Use digital devices to read maps and tell directions using the four or eight compass points.

2. Practice reading directions in maps using the four or eight compass points.

3. Appreciate the use of compass directions in everyday life.

**Key Inquiry Question:**

- What is the direction of your home from school?

**Learning Resources:**

- Pictures, photographs, charts, video clips relevant to maps and compass directions.

- Longhorn Social Studies Grade 4, pages 8-11.

- Digital devices (tablets/computers) with access to mapping applications (Google Maps, etc.).

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start the lesson with a brief review of the previous lesson, discussing what students learned about maps and environments.

- Ask students about their experiences using maps (if applicable).

- Introduce the key inquiry question to spark interest in compass directions.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Compass Directions

- Explain the four main compass points: North, South, East, and West.

- Show a simple chart or image illustrating the compass rose.

- Discuss the addition of intermediate directions (NE, SE, NW, SW) for eight compass points.

**Step 2:** Using Digital Devices to Explore Maps

- Guide students to open a mapping application on their digital devices.

- Show them how to find their school’s location and identify the compass directions related to it.

- Ask students to find a specific nearby location (like a park or a restaurant) and share the cardinal direction from the school.

**Step 3:** Practice Using Directions

- Provide students with a simple map (can be a printout or a digital image).

- In pairs, students will practice identifying directions to specific locations on the map using the compass points.

**Step 4:** Real-Life Application

- Discuss how compass directions assist people in daily life (e.g., finding places, navigating).

- Ask each student to share the direction of their home from school, reinforcing the practical use of compass directions.

**Conclusion (5 minutes):**

- Summarize the key points learned about compass directions and their use.

- Conduct a quick interactive activity: Have students point in the correct direction as you call out different locations (e.g., "Point north!" or "Point toward your home!").

- Preview the next session by mentioning that they will learn about how maps are different around the world.

**Extended Activities:**

- Home Map Activity: Encourage students to draw a simple map of their home area, including at least three places they can identify using compass directions.

- Compass Craft: Have students create their own compass using paper plates, a straw, and a paper spinner (for practicing real compass directions).

- Outdoor Exploration: If feasible, plan an outdoor scavenger hunt where students need to use compass directions to find different markers around the schoolground.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Location and Size of the County

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify sub counties in the county.

2. Write down the names of the sub counties in your county.

3. Appreciate the sub counties in your county.

**Key Inquiry Question:**

- How many sub counties are in your county?

**Learning Resources:**

- Pictures, photographs, charts, video clips, physical environment, Longhorn Social Studies Grade 4 (Pages 11-12)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what was learned in the previous lesson.

- Ask students to share one thing they remember related to the county's geography.

- Introduce the topic of sub counties, and guide learners to read and discuss relevant content from their textbooks or visual aids.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Sub Counties

- Explain what a sub county is and its significance within the larger county structure.

- Show pictures or charts displaying sub counties within the class's own county to provide a visual understanding.

**Step 2:** Group Brainstorming

- Divide the class into small groups.

- Each group will discuss and brainstorm to identify as many sub counties as they can. Encourage them to use their textbooks, pictures, and other visual aids to assist in their discussion.

- After brainstorming, have each group share what they came up with and write the names on the board.

**Step 3:** Individual Task

- Ask each student to write down a list of the sub counties discussed in their group on a piece of paper.

- Students should also write one interesting fact they learned about their identified sub county.

**Step 4:** Appreciation Activity

- To wrap up, conduct a quick appreciation activity. Ask students to share one positive thing about their own sub county. This could relate to locations, communities, or resources that make their sub county special.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, reminding students of the names of the sub counties and the importance of understanding their local environment.

- Conduct a brief interactive activity, such as a "quiz" where they raise their hands to answer questions about the sub counties, reinforcing what they learned.

- Preview the next lesson which will dive deeper into the natural and built features of these sub counties, and encourage students to think about what they might want to learn more about.

**Extended Activities:**

- Research Project: Ask students to choose one sub county and create a small poster or PowerPoint presentation that includes key facts, a map, and images representing that sub county. Students can then present this in class.

- Field Trip: Organize a field trip to a nearby sub county or local government office to see how sub counties work within the local governance structure.

- Art Activity: Encourage students to draw a map of their sub county including landmarks, natural features, and important locations.

Teacher Self-Evaluation:

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**WEEK 4: LESSON 2**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Location and size of the County

**Specific Learning Outcomes:**

**- By the end of this lesson, learners should be able to:**

1. Identify our county from a map.

2. Draw the map of your county showing its sub-counties.

3. Appreciate the unique features of our county.

**Key Inquiry Question(s):**

- How many sub-counties does our county have?

**Learning Resources:**

- Pictures, photographs, charts, video clips, physical environment

- Longhorn Social Studies Grade 4 Pages 11-12

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about maps and local geography.

- Ask questions like, "What do we use maps for?" and "Can anyone tell me what they remember about our county?"

- Guide learners to read and discuss relevant content from the learning resources while highlighting the importance of understanding locations on a map.

**Lesson Development (25 minutes):**

**Step 1:** Identifying our County on a Map

- Show learners a large map of the region and guide them to find our county.

- Explain how to recognize landmarks and boundaries.

- Ask questions: "What do you see on our county's map? Are there any major rivers or roads?"

**Step 2:** Discussion on Sub-Counties

- Inform students about the number of sub-counties in our county.

- Encourage students to share what they know or have heard about these sub-counties.

- Pose the inquiry question: "How many sub-counties does our county have?" and have students respond through a quick thumbs-up or thumbs-down for understanding.

**Step 3:** Drawing the Map of Our County

- Provide students with blank sheets of paper. Instruct them on how to start drawing a basic map of their county.

- Guide them to include significant features they identified earlier, including the main sub-counties.

- Encourage creativity in labeling their maps with the names of sub-counties.

**Step 4:** Sharing and Appreciation

- Have a few students volunteer to present their maps to the class.

- Facilitate a brief discussion on what makes their county special and the importance of appreciating their local environment and community.

**Conclusion (5 minutes):**

- Summarize key points: Identify the county, know the sub-counties, and appreciation of the local environment.

- Engage learners in an interactive activity, like a "County Facts" quiz, to reinforce the topics learned.

- Prepare learners for the next session by previewing that they will learn about important landmarks in their county.

**Extended Activities:**

- County Scavenger Hunt: Create a fun classroom activity where students find pictures or facts about different landmarks or historical sites within their county.

- County Information Poster: Have learners create an informative poster about a specific sub-county, including its history, significance, and unique features.

- Guest Speaker: Invite someone from the local government or a historian to come talk about the county’s history and importance.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Location and Size of the County

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify and name neighboring counties.

2. Locate the county in relation to neighboring counties on a map.

3. Appreciate the importance of correctly locating their county on a map.

**Key Inquiry Question:**

- What is the location of your county in relation to neighboring counties?

**Learning Resources:**

- Pictures, photographs, charts, video clips

- Physical environment

- Longhorn Social Studies Grade 4 (pages 11-12)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on maps and the importance of understanding geographical locations.

- Guide learners to read and discuss the relevant content from the learning resources, emphasizing the identification of neighboring counties.

**Lesson Development (25 minutes):**

**Step 1:** Identify Your County

- Begin with a discussion about the county the students live in. Ask them to share its name and a few important features.

- Show a map of the region and highlight the county the students reside in.

**Step 2:** Explore Neighboring Counties

- Use the map to identify and name neighboring counties. Ask students to participate by suggesting names as they see them on the map.

- Introduce any fun facts or landmarks about each neighboring county to build interest.

**Step 3:** Locate and Map

- Provide students with a blank map of their region. Instruct them to color in their county and label it clearly. Then, have them locate and add their neighboring counties.

- Encourage the use of symbols (like stars or dots) to mark the counties.

**Step 4:** Share Findings

- In small groups, let students share their maps with peers and explain the locations of key features or neighbors.

- Foster discussions about how these counties may interact or any similarities they share.

**Conclusion (5 minutes):**

- Summarize the key points covered regarding the county's location and neighboring counties.

- Conduct a brief interactive activity (e.g., a quick quiz or a 'find the neighbor' game) to reinforce the topics discussed.

- Preview the next lesson where students will explore other counties in greater depth or look into historical changes in county boundaries.

**Extended Activities:**

- Map Creation: Ask students to create a detailed map of their neighborhood, including streets, landmarks, and nearby counties.

- County Report: Assign a project where students choose a neighboring county to research, preparing a short presentation or report on its history, culture, and geography.

- Virtual Field Trip: Organize a virtual tour of one of the neighboring counties to explore its geography and significant features.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Location and Size of the County

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1.State the size of their county and the neighboring counties.

2.Estimate the size of their county in relation to neighboring counties.

3. Appreciate the size of their county in relation to neighboring counties.

**Key Inquiry Question:**

- What is the size of your county?

**Learning Resources:**

- Pictures, photographs, charts, video clips, physical maps

- Longhorn Social Studies Grade 4, Pages 13-14

**Organization of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of the previous lesson (e.g., what students learned about states or local government).

- Show students relevant content from the learning resources, such as maps or photographs, to spark discussion about the concept of size and location.

- Ask students if they know their county and some neighboring ones.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Size and Location

- Introduce the concept of geographic location and size. Explain how to measure land (e.g., square miles) and what a neighboring county would mean.

- Provide a map on display, pointing out the student's county and its neighboring counties. Discuss the visible features of the counties.

**Step 2:** Comparing Sizes

- Divide students into small groups. Provide them with printouts of their county and neighboring counties’ sizes.

- In their groups, have students discuss and compare the sizes of their county with neighboring ones. Encourage them to estimate which is larger and by how much.

**Step 3:** Creating Visual Representations

- Ask each group to create a simple visual representation (e.g., a bar graph or a chart) comparing the sizes of their county and its neighbors.

- They can use colored markers and a poster board for this activity.

**Step 4:** Presenting Findings

- Invite each group to present their findings to the class, focusing on the size of their county in relation to others.

- Encourage questions from classmates to foster engagement.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson: definitions of size, comparisons made, and visual representations created.

- Conduct a quick interactive activity such as a “county size quiz” where students guess sizes based on hints.

- Prepare learners for the next session by previewing the topic of how geography influences culture and economy.

**Extended Activities:**

- County Brochure Project: Have students create a brochure for their county, including facts about its size, features, and neighboring counties. This will help them apply what they learned in a creative way.

- Field Trip Plan: Organize a visit to a local government office where students can learn about how county government operates, including its geographic size and significance.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Location and Size of the County

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Trace out the map of the county from a worksheet and color it.

2.Display the map in class and use it to tell directions using a compass.

3.Appreciate the map of our county.

**Key Inquiry Question(s):**

- Which counties neighbor our county?

**Learning Resources:**

- Pictures, photographs, charts, video clips, physical environment.

- Text: Longhorn Social Studies Grade 4, Pages 13-14.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they learned about counties.

- Introduce the topic of the day by showing pictures of maps and discussing the importance of maps for understanding locations.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to the County Map

- Display a large map of the county on the board or use a projector.

- Discuss the key features of the map, including landmarks and county borders.

- Engage students by asking them to identify any places they recognize.

**Step 2:** Tracing the County Map

- Hand out worksheets with an outline of the county's map.

- Instruct students to carefully trace the outline of the county using colored pencils.

- During this step, circulate and support those who may need help with tracing or recognizing locations.

**Step 3:** Coloring the Map

- Guide learners to color in their maps, encouraging creativity.

- Suggest colors for geographical features (e.g., blue for rivers, green for parks).

- While coloring, ask students about the neighboring counties to reinforce the inquiry question.

**Step 4:** Display and Use a Compass

- Once maps are completed, allow students to display them on the classroom wall.

- Introduce the concept of a compass. Show them how to use it to point north, south, east, and west.

- Have students practice using the compass with their maps, identifying directions to different features or neighboring counties.

**Conclusion (5 minutes):**

- Gather students for a brief review of what they learned about the county and its neighbors.

- Ask a few students to share one interesting thing they appreciated about the map.

- Preview the next lesson on exploring the history of important landmarks in the county, encouraging students to think about what they wonder about those places.

**Extended Activities:**

- Map Scavenger Hunt: Create a list of landmarks or features for students to find within their local environment based on the map.

- County Research Project: Assign pairs to research different neighboring counties. They can prepare a short presentation or poster to share with the class in future lessons.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Location and Size of the County

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Use the map of the county to identify different places.

2. Play a game on the location of the county in relation to neighboring counties.

3. Appreciate the location and size of the county in relation to neighboring counties.

**Key Inquiry Question:**

- How big is your county?

**Learning Resources:**

- Pictures, photographs, charts, video clips, and the Longhorn Social Studies Grade 4 textbook (Pages 13-14).

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about the importance of maps and geographical features.

- Read and discuss relevant content from the Longhorn Social Studies textbook, focusing on the key concepts of location and size of the county.

**Lesson Development (25 minutes):**

**Step 1:** Map Navigation

- Distribute printed maps of the county to each student.

- Guide learners to locate specific landmarks (e.g., parks, schools, rivers) on the map.

- Encourage students to share what they see with their peers to enhance understanding.

**Step 2:** Neighboring Counties Discussion

- Show maps that highlight neighboring counties.

- Facilitate a group discussion about how the students' county relates to the neighboring ones, asking questions about borders and distances.

**Step 3:** Interactive Game

- Organize a fun game where students identify locations of their county and its neighbors.

- Use a "County Bingo" format where students have to find and mark different geographical features or landmarks based on clues given by the teacher.

**Step 4:** Reflection

- Guide students in reflecting on what they've learned about their county's size and its relationship to neighboring counties.

- Ask students to share one new thing they learned during the lesson.

**Conclusion (5 minutes):**

- Summarize the key points discussed regarding the location and size of the county and neighboring counties.

- Conduct a brief interactive activity where students can share their thoughts or raise questions about their county or its geography.

- Prepare learners for the next session by previewing topics related to human activities in their county, such as land use or community services.

**Extended Activities:**

- Map Creation Project: Students can create their own maps representing important features of their county and neighboring counties. They can include landmarks, roads, and natural resources.

- County Exploration Journal: Have students keep a journal where they can note down interesting facts and observations about sites they would like to visit in their county.

- Community Interviews: Invite students to interview family members about their experiences related to the county and its development.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Physical Features in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify the main physical features in the county.

2. Write down the main physical features in the county.

3. Appreciate the physical features in the county.

**Key Inquiry Question(s):**

- What are physical features?

**Learning Resources:**

- Pictures, photographs, charts, video clips related to the county’s physical features.

- Longhorn Social Studies Grade 4 Pages 14-17.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on natural environments.

- Ask students to share anything they remember about physical features and introduce the key inquiry question: "What are physical features?"

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Physical Features

- Activity: Show pictures and videos of various physical features in the county (e.g., mountains, rivers).

- Discussion: Guide students to discuss what they see in the images and videos. Ask them to think about how these features look and where they might find them in the county.

**Step 2:** Identifying Physical Features

- Activity: In small groups, have students look at charts and lists of physical features. Provide each group with a worksheet that lists different physical features.

- Task: Each group will identify and circle the features that they can find in the county from the charts.

**Step 3:** Writing About Physical Features

- Activity: Ask students to individually write a short description of at least three physical features they discussed in their groups.

- Sharing: Invite a few students to share their descriptions with the class.

**Step 4:** Appreciation and Reflection

- Activity: Lead a class discussion on why physical features are important for the environment and the community. Ask students how these features impact their daily lives.

- Reflection: Encourage students to express what they appreciate about nature and the physical features in their county.

**Conclusion (5 minutes):**

- Summarize: Review the key points covered in the lesson.

- Interactive Activity: Play a quick game where students have to match the physical feature name with the correct picture (using a matching card game).

- Preview: Briefly discuss what students will learn in the next session about how human activities interact with these physical features.

**Extended Activities:**

- Nature Walk: Plan a short field trip outside to observe physical features in the area, such as trees, hills, and bodies of water.

- Creative Project: Have students create a poster showcasing one physical feature they learned about, including pictures they find or draw and a short description.

- Research Assignment: Assign students to choose a specific physical feature (e.g., a river or mountain) and find out more about its significance in their community or its history.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Physical Features in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Explore the school neighborhood to identify main physical features in the county.

2. Use digital devices to record or take pictures of main physical features.

3. Appreciate the main physical features found in their county.

**Key Inquiry Question:**

- What are the main physical features found in your County?

**Learning Resources:**

- Pictures, photographs, charts, video clips

- Longhorn Social Studies Grade 4 (Pages 14-17)

- Digital devices (tablets, smartphones, or cameras)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson to activate prior knowledge. Ask students to share any physical features they remember discussing.

- Introduce the topic of today’s lesson by reading excerpts from the learning resources and discussing the importance of understanding physical features in our environment.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Features

- Explain to students what physical features are, providing examples (vegetation, mountains, hills, rivers, lakes, oceans, valleys, and plains).

- Show images from the learning resources to help them visualize these features.

**Step 2:** Planning the Exploration

- Discuss with students how they will explore the school neighborhood. Remind them to look for the features discussed.

- Organize the students into small groups and assign them digital devices to take pictures or draw what they find.

**Step 3:** Exploration

- Take students outside for a guided walk around the school neighborhood. Encourage them to work together to identify and document at least three physical features.

- Ensure students are respectful of nature and follow safety guidelines during the exploration.

**Step 4:** Sharing Findings

- Once back in the classroom, have each group share their findings with the class. They can present pictures or drawings and discuss what they learned about the physical features in their county.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson, reinforcing the physical features identified.

- Conduct a brief interactive activity, such as a "features scavenger hunt" game using a list of physical features to recall or identify.

- Preview the next session: Discuss the importance of preserving these natural features and how local communities can help protect them.

**Extended Activities:**

- Create a County Map: Have students create a map of the physical features they observed, labeling each feature and its location.

- Feature Storytelling: Ask students to write and illustrate a short story about a day spent exploring one of the physical features they learned about.

- Nature Journal: Encourage students to start a nature journal where they can continue to draw and write about different physical features they encounter over the school year.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Physical Features in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1.Discuss the importance of the main physical features in the county.

2. Model some of the main physical features in the county.

3. Have fun modeling physical features in the county.

**Key Inquiry Question:**

- What is the importance of physical features?

**Learning Resources:**

- Pictures, photographs, charts, video clips, physical environment.

- Longhorn Social Studies Grade 4, Pages 18-19.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the county's natural environment.

- Explain the day's focus on physical features using photographs or charts from learning resources.

- Encourage students to express their thoughts on what they think physical features are and why they might be important.

**Lesson Development (25 minutes):**

**Step 1:** Group Discussion

- Divide the class into small groups.

- Assign each group a specific physical feature (such as mountains, rivers, lakes, or plains) to discuss.

- Ask each group to consider and write down the importance of their assigned feature (e.g., how it affects wildlife, tourism, weather, etc.).

**Step 2:** Group Sharing

- Bring the class back together and invite each group to present their findings.

- Encourage a class discussion after each presentation to reinforce ideas and spark further thoughts.

**Step 3:** Modeling Physical Features

- Provide students with materials such as clay, cardboard, or paper to create models of the physical features discussed.

- Instruct them to think about how to represent their features accurately while being creative.

**Step 4:** Presentation of Models

- Have each student or group present their model to the class, explaining which feature they modeled and its importance.

- Encourage questions from classmates to deepen understanding.

**Conclusion (5 minutes):**

- Summarize the key points discussed, reiterating the importance of physical features in the county.

- Conduct a quick interactive quiz or game (e.g., "Guess the Feature") to reinforce learning.

- Preview the next session by hinting at topics such as how human activities affect these physical features.

**Extended Activities:**

- Nature Walk: Plan a field trip to a local park or nature reserve to observe physical features firsthand.

- Research Project: Assign students to research another county's physical features and present their findings.

- Create a Poster: Have students create a poster depicting a physical feature along with facts about its importance.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 1**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Physical features in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Discuss the importance of taking care of the physical features.

2. Display pictures or models of the main physical features in the county in class.

3. Adopt responsible behavior to conserve the physical features.

**Key Inquiry Question(s):**

- How important are the physical features in our County?

**Learning Resources:**

- Pictures, photographs, charts, video clips, physical environment

- Longhorn Social Studies Grade 4, Pages 19-21

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review of the previous lesson about the natural and built environments.

- Engage learners by guiding them to read and discuss relevant content from the learning resources, focusing on the importance of physical features in their county.

**Lesson Development (25 minutes):**

**Step 1:** Group Discussion

- Divide students into small groups and provide each group with images or drawings of various physical features in the county (e.g., mountains, rivers, forests).

- Ask each group to discuss among themselves why these features are important and how they benefit the community.

**Step 2:** Sharing Ideas

- Reconvene as a class and ask each group to share one important point they discussed.

- As they share, write down key points on the board to visualize the collective thoughts.

**Step 3:** Displaying Physical Features

- Each group presents their images or models of the physical features, explaining one reason for its importance.

- Arrange the pictures/models on a designated display board in the classroom.

**Step 4:** Responsible Behavior Discussion

- Lead a discussion on how students can take care of these physical features.

- Create a list of responsible behaviors (e.g., recycling, not littering, participating in local clean-up events) that everyone can adopt.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of physical features and how to take care of them.

- Conduct a brief interactive activity, such as a "responsibility pledge," where students can commit to one action they will take to help conserve the environment.

- Prepare learners for the next session by previewing topics related to community resources or environmental impact.

**Extended Activities:**

- Nature Journal: Have students create a nature journal where they can draw or write about physical features they see in their surroundings and how they can help protect them.

- Field Trip: Plan a field trip to a local natural site (like a park or river) for students to observe and explore physical features first-hand while discussing conservation practices in real time.

- Poster Project: Encourage students to create posters that promote the importance of conserving a specific physical feature in the county to display around the school.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 2**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Physical Features in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Find out from parents or guardians how to conserve the main physical features in the county and report.

2. Discuss how to conserve the main features in the county.

3. Appreciate conserving the physical features in their county.

**Key Inquiry Question:**

How can you conserve physical features in your county?

**Learning Resources:**

- Pictures of physical features in the county

- Photographs and charts

- Video clips showing conservation efforts

- Longhorn Social Studies Grade 4, Pages 19-21

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Briefly discuss what was learned about the different physical features in the county, such as rivers, mountains, and forests.

- Discussion: Guide learners to read and discuss relevant sections from the learning resources. Ask questions to engage them with the key concepts, such as: "What do you think is important about our rivers?"

**Lesson Development (25 minutes):**

**Step 1:** Parent Interviews

- Activity: Assign learners to ask their parents or guardians how they can conserve the physical features in the county. Provide guided questions for them to use, such as "What can we do to keep our rivers clean?"

- Reporting: Allow a few students to share their findings with the class.

**Step 2:** Group Discussion

- Class Discussion: Organize the class into small groups to discuss the responses they received. Encourage them to think critically about the information shared and come up with a list of conservation actions, such as recycling, planting trees, or organizing clean-up days.

**Step 3:** Class Presentation

- Share Ideas: Have each group present their conservation ideas to the class. Write these ideas on the board for all to see.

**Step 4:** Appreciation Activity

- Appreciation: Discuss why it's important to conserve the physical features. Ask students to think of one feature they appreciate most (e.g., a nearby park or river) and why they think it's important to conserve it.

**Conclusion (5 minutes):**

- Summarize: Recap the discussion points on how we can conserve our county's physical features. Reinforce the importance of conservation.

- Interactive Activity: As a closing activity, ask students to draw their favorite physical feature and write one way they can help conserve it.

- Preview of Next Lesson: Briefly explain that in the next lesson, they will learn about how communities work together to protect these features.

**Extended Activities:**

- Nature Walk: Plan a field trip to a local park or nature reserve to observe physical features and discuss conservation efforts observed.

- Conservation Project: Organize a class project where students participate in a local community cleanup or tree planting day.

- Creative Writing: Encourage students to write a short story or poem about their favorite physical feature and why it should be protected.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 3**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Seasons in the County

**Specific Learning Outcomes:**

**- By the end of this lesson, learners should be able to:**

1. Recognize the seasons experienced in the county.

2. Share experiences related to the different seasons.

3. Appreciate and understand the importance of the different seasons.

**Key Inquiry Question:**

- Which seasons are experienced in our county?

**Learning Resources:**

- Pictures and photographs of seasons

- Charts displaying seasonal changes

- Video clips showing seasonal changes in nature

- Relevant sections from "Longhorn Social Studies Grade 4," Pages 21-23

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, asking students about any key concepts discussed.

- Introduce the topic of seasons by showing a few pictures of different seasons. Ask students if they can identify the seasons and recall which one matches with their experiences.

- Guide learners to read appropriate excerpts from the textbook about seasons in the county, highlighting key vocabulary.

**Lesson Development (25 minutes):**

**Step 1:** Group Brainstorming

- Divide learners into small groups and provide each group with charts and images of different seasons.

- Ask them to brainstorm and list characteristics of winter, spring, summer, and fall. Each group can choose one season to focus on.

**Step 2:** Presentation Preparation

- After brainstorming, have each group prepare a short presentation about their assigned season. They should include elements like weather, activities people do, and changes in the environment.

**Step 3:** Group Presentations

- Have each group present their findings to the class. Encourage peers to ask questions or share their personal experiences related to the seasons presented.

**Step 4:** Class Discussion

- Facilitate a whole-class discussion, prompting students to reflect on their favorite season and why. Discuss how different seasons affect our daily lives and the environment.

**Conclusion (5 minutes):**

- Summarize the key points from each group presentation and reinforce the importance of each season.

- Conduct a brief interactive activity—such as a quick “match the season” game where students match images with the correct season.

- Prepare learners for the next lesson by introducing the topic of "How seasons influence our environment" and suggesting they think of examples at home.

**Extended Activities:**

- Seasonal Diary: Encourage students to keep a diary for one month, noting changes they observe in nature, weather, and their activities during different seasons.

- Art Project: Have students create a seasonal mural depicting scenes from each season. This can be done individually or in small groups.

- Nature Walk: Organize a nature walk around the school to observe seasonal changes firsthand. Provide students with a checklist of items to find that represent each season.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Seasons in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Explain how seasons influence human activities in the county.

2.Sing songs about the seasons experienced in the county.

3. Appreciate the influence of seasons on human activities.

**Key Inquiry Question:**

- How do seasons influence human activities in our county?

**Learning Resources:**

- Pictures and photographs of seasonal changes

- Charts showing seasonal activities

- Video clips showcasing seasonal events in the county

- Longhorn Social Studies Grade 4 (Pages 24-26)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about the county's geography.

- Ask students to share what they remember about the seasons.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts relating to seasons.

**Lesson Development (25 minutes):**

**Step 1:** Discuss Seasons

- Introduce the four seasons: Spring, Summer, Fall, and Winter.

- Show pictures or video clips depicting activities typical for each season (e.g., planting flowers in Spring, swimming in Summer).

- Engage students by asking them to share their favorite season and why.

**Step 2:** Group Activity

- Divide students into small groups.

- Assign each group a season and ask them to brainstorm human activities typical of that season (e.g., harvest festivals in Fall).

- Each group will create a list to share with the class.

**Step 3:** Sing Songs

- Gather the class and sing a simple song about the seasons (e.g., "The Four Seasons Song"). Provide lyrics on the board to encourage participation.

- Discuss the lyrics briefly and how they relate to each season’s activities.

**Step 4:** Reflection and Connection

- Regroup and ask students to reflect on how their activities change with the seasons.

- Discuss how seasons can affect things like farming, sports, and clothing choices.

- Encourage students to consider what life would be like without seasonal changes.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, highlighting how seasons influence human activities.

- Conduct a brief interactive activity, such as "Guess the Season," where students act out seasonal activities for others to guess.

- Preview the next session by encouraging students to think about a special event they celebrate during a specific season.

**Extended Activities:**

- Creative Writing: Have students write a short story or poem about their favorite season and what activities they enjoy during that time.

- Art Project: Students can create a poster depicting the four seasons using drawings, photos, and cut-outs from magazines to visualize seasonal activities.

- Nature Walk: Organize a class walk outside to observe changes in nature related to seasons (if applicable), encouraging students to note differences in the environment.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Seasons in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Observe and record human activities associated with the present season.

2.Share experiences on how different seasons affect human activities in the locality.

3. Appreciate the seasons experienced in the county.

**Key Inquiry Question:**

- How do seasons in the county affect human activities?

**Learning Resources:**

- Pictures, photographs, charts, video clips, physical environment

- Longhorn Social Studies Grade 4, Pages 24-26

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of seasons.

- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts related to seasons and their impact on human activities.

**Lesson Development (25 minutes):**

**Step 1:** Observation Activity

- Students will go outside (or look through photographs if going outside is not possible) to observe human activities happening in the current season.

- Each student will take notes on what they see, such as clothing choices, activities people are doing, and seasonal decorations.

**Step 2:** Group Discussion

- In small groups, students will share their observations and discuss how the activities they recorded relate to the weather and season.

- Facilitate a discussion on shared experiences, engaging students to think about how their community recognizes and adapts to the seasons.

**Step 3:** Class Chart Creation

- As a class, create a chart on the board or using a digital resource that lists different seasons and the associated activities observed by students. Examples might include planting in spring, swimming in summer, harvest in autumn, and winter sports.

**Step 4:** Video Clip Analysis

- Show a brief video illustrating seasonal changes and the human activities associated with each season.

- Students will jot down any new activities they see and discuss how they compare to their observations.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, emphasizing how seasons influence human actions and the local environment.

- Conduct a brief interactive activity, such as a "Seasons Bingo" where students identify and match activities with the correct season.

- Preview the next session with questions like, “What can we do to prepare for the different seasons in our county?”

**Extended Activities:**

- Season Journal: Students can keep a journal for a week, recording daily activities that relate to the current season and how they change day by day.

- Seasonal Poster Project: Create posters that display the four seasons with pictures and descriptions of activities associated with each. This can be shared in class.

- Community Interview: Students can interview family members about their favorite season and what activities they enjoy during that time. They can present this information to the class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Natural and Built Environments

**Sub Strand:** Natural Environment - Seasons in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Research the seasons experienced in the county.

2. Share information about the seasons in class.

3.Appreciate the different seasons.

**Key Inquiry Question:**

- How do different seasons influence human activities in our county?

**Learning Resources:**

- Pictures, photographs, charts, video clips

- Longhorn Social Studies Grade 4 (Pages 24-26)

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review: Start by asking students what they remember from the previous lesson about the environment.

2. Discussion: Introduce the topic of seasons. Pose questions:

- What are the four seasons?

- What season do you like the most? Why?

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Seasons

- Show pictures and video clips of the four seasons (spring, summer, fall, winter).

- Discuss how each season looks and feel. Ask students to describe what they see.

**Step 2:** Group Research Activity

- Divide the class into small groups.

- Give each group a specific season to research using the provided resources (books, pictures, and charts).

- Encourage them to look for information on how each season affects people and nature.

**Step 3:** Prepare Presentation

- Have each group prepare to share their findings with the class.

- Students should think about key points: What activities happen in their season? How does the weather change?

**Step 4:** Group Presentations

- Each group presents their findings to the class.

- Encourage classmates to ask questions after each presentation to facilitate discussion.

**Conclusion (5 minutes):**

- Summarize: Review the key points learned about the different seasons and how they impact human activities.

- Interactive Activity: Play a quick game where students match seasons with activities (e.g., swimming in summer, sledding in winter).

- Preview: Briefly introduce the next lesson topic, asking students to think about their favorite activities in each season for discussion.

**Extended Activities:**

- Seasonal Journal: Have students keep a journal for one month, documenting daily changes in weather and activities they do related to the season.

- Art Project: Invite students to create a seasonal poster depicting their favorite season and include human activities that happen during that time.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Natural and Built Environments

**Sub Strand:** Built Environments - Historic Built Environments in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1.Identify the main historic built environments in the County.

2. Watch documentaries about historic built environments in the county.

3.Appreciate historic built environments in the county.

**Key Inquiry Question(s):**

- Which are the main historic built environments in our County?

**Learning Resources:**

- Pictures, photographs, charts, video clips, physical environment

- Longhorn Social Studies Grade 4 Pages 27-29

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson related to natural environments, touching on how they relate to built environments.

- Ask students if they can name any buildings or structures in the County that they think are important or historic.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the definitions of built environments and historic structures.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Historic Built Environments

- Present images and video clips of local historic buildings, monuments, and cultural centers.

- Discuss the characteristics that make these structures important. Ask students why they think these buildings were made and what roles they played in the community.

**Step 2:** Group Activity – Identification

- Divide the class into small groups. Each group will choose one historic built environment from the resources provided.

- Each group will research their chosen environment using textbooks and visual aids, identifying its significance and interesting facts.

**Step 3:** Think, Pair, Share

- Have students think individually about their chosen historic built environment and write down one interesting fact.

- Students will then pair with a partner to discuss their facts before sharing with the class. Each pair will share one fact with the larger group.

**Step 4:** Class Discussion

- Facilitate a discussion based on the facts shared. Ask questions such as:

- Why do you think it's important to preserve these historical buildings?

- How do these structures connect us to our past?

- Encourage students to reflect on how these built environments contribute to their community today.

**Conclusion (5 minutes):**

- Summarize the key points covered: what historic built environments are, examples discussed, and why they matter.

- Conduct a brief interactive quiz or game to reinforce the main topics learned during the lesson.

- Prepare learners for the next session by posing questions such as: "Next time, we will explore how these environments influence our culture. What do you think we will discuss?"

**Extended Activities:**

- Field Trip: Organize a visit to a local museum or a historic site to see the built environments in person and make connections to what they learned in class.

- Create a Mini-Presentation: Students can create a presentation or poster about their chosen historic built environment, which can be displayed in the classroom or school.

- Story Writing: Have students write a short story from the perspective of a historical figure who lived in one of the historic built environments.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Natural and Built Environments

**Sub Strand:** Built Environments - Historic Built Environments in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Visit some of the historic built environments in the county and record using photographs or video clips.

2. Write a short essay on the historic built environments observed.

3. Appreciate the importance of visiting historic built environments in the county.

**Key Inquiry Question(s):**

- How could we care for the main historic built environments in our County?

**Learning Resources:**

- Pictures, photographs, charts, video clips, and the physical environment

- Longhorn Social Studies Grade 4, Pages 27-29

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on local history or geography. Engage students by asking questions about what they learned.

- Present the key concepts about historic built environments. Use pictures or video clips to illustrate these environments.

- Discuss the importance of preserving these sites.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Historic Sites

- Introduce students to the concept of historic built environments. Discuss some examples in the county that they might visit.

- Explain why these sites are important and what makes them historic.

**Step 2:** Plan the Visit

- Organize the students into small groups and provide them with a checklist of what to observe during the visit.

- Encourage them to think about the history, architecture, and condition of the sites they will see.

**Step 3:** Conduct the Visit

- Take students on a field trip to two or three historic sites in the area.

- Instruct them to take photographs, capture video clips, or take notes about their experiences. Ensure they focus on the details that make each site unique.

**Step 4:** Create a Picture Booklet and Write an Essay

- After returning to the classroom, guide students to compile their photographs and notes into a picture booklet.

- Have them write a short essay about one of the sites they visited, including what they learned and why it is important to preserve these environments.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson.

- Conduct a brief interactive activity where students share one interesting fact or photo from their visit.

- Preview the next session by posing a question about the future of historic preservation.

**Extended Activities:**

- Research Project: Have students choose a specific historic site in their county to research further and create a poster presentation.

- Reenactment: Organize a role-play where students can reenact a historical event that took place at one of the historic sites.

- Community Involvement: Encourage students to write letters to local government representatives, advocating for the preservation of a specific historic site they visited.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Natural and Built Environments

**Sub Strand:** Built Environments - Historic Built Environments in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.State the importance of the main historic built environments in the County.

2.Develop a communication message about the importance of historic built environments.

3. Appreciate the importance of historic built environments.

**Key Inquiry Question:**

- Why are historic built environments important?

**Learning Resources:**

- Pictures, photographs, charts, video clips, physical environment

- Longhorn Social Studies Grade 4 Pages 27-29

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on natural environments.

- Guide learners to read and discuss with a partner the relevant content from the provided learning resources, focusing particularly on why historic built environments are significant.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Historic Built Environments

- Present a brief overview of what historic built environments are. Use pictures and photographs of notable structures in the county.

- Engage learners in a discussion about what they see and how these buildings might have been used in the past.

**Step 2:** Discussion on Importance

- Facilitate a class discussion on why these buildings are important to the community. Prompt questions such as:

- How do these buildings tell us about our history?

- What stories do they hold?

- Why should we care about preserving them?

**Step 3:** Developing Communication Messages

- Ask learners to think of a message to communicate the importance of caring for these environments.

- Provide examples of communication messages (e.g., brochures, social media posts, announcements) and guide them in small groups to create their own messages.

**Step 4:** Sharing Messages and Reflection

- Allow each group to present their communication message to the class.

- Discuss what they learned from each other’s messages and reflect on how these messages can help raise awareness about historic built environments.

**Conclusion (5 minutes):**

- Summarize key points discussed throughout the lesson, highlighting the significance of historic built environments and the learners' communication messages.

- Conduct an interactive activity where students match pictures of historic buildings to their importance.

- Provide a preview of the next session, which will focus on modern built environments and how they compare to historic ones.

**Extended Activities:**

- Field Trip: Plan a visit to a local historic site to see firsthand the structures discussed in class.

- Research Project: Assign learners to choose a historic building in the county and create a poster or digital presentation about its history and significance.

- Creative Writing: Have students write a short story from the perspective of a person living in one of the historic buildings during its active years.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Natural and Built Environments

**Sub Strand:** Built Environments - Historic Built Environments in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner will be able to:**

1.State ways of caring for historic built environments in the County.

2.Participate in caring for the historic built environments in the county.

3.Appreciate the importance of taking care of historic built environments.

**Key Inquiry Question:**

- How can we care for historic built environments in the county?

**Learning Resources:**

- Pictures and photographs of historic built environments

- Charts illustrating preservation methods

- Video clips highlighting local historic sites

- Physical environment references (local history/examples)

- Longhorn Social Studies Grade 4 Pages 30-31

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students about any historic sites they learned about.

- Guide learners to read aloud and discuss relevant content from the learning resources, emphasizing key concepts related to historic built environments.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Historic Sites

- Show pictures and video clips of different historic built environments in the county.

- Ask students to share what they see and what they know about these sites. Write down student responses on the board.

**Step 2:** Discussion on Preservation

- Lead a discussion about why it is important to care for these sites.

- Create a chart with the class listing both potential threats to these environments (like pollution or neglect) and ways to protect them (e.g., cleaning, fundraising, advocacy).

**Step 3:** Service Learning Activity

- Divide students into small groups and assign each group a local historic site.

- Each group will brainstorm specific actions to take care of their assigned site (e.g., organizing a cleanup, creating a poster campaign to raise awareness) and share with the class.

**Step 4:** Class Participation Plan

- Instruct each group to create a simple 'Care Plan' for their site, which includes one action they can take as a class (like a field trip or community awareness day) to help preserve that site.

**Conclusion (5 minutes):**

- Summarize the key points about caring for historic built environments and the importance of preservation.

- Conduct a brief interactive quiz or game to reinforce what the students have learned (e.g., matching threats with preservation actions).

- Preview the next lesson by asking students to think about what they can do at home to preserve their own history or culture.

**Extended Activities:**

- Postcard Project: Students can create postcards depicting a historic site in the county and write about why it is important to them and how it should be cared for.

- Field Trip: Plan a class visit to a local historic site where students can observe preservation efforts firsthand.

- Guest Speaker: Invite a local historian or preservationist to speak to the class about their work and the importance of caring for historic sites.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Natural and Built Environments

**Sub Strand:** Built Environments - Historic Built Environments in the County

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Choose a historic environment near your school.

2. Engage in activities that involve taking care of historic built environments.

3. Appreciate the importance of taking care of historic built environments.

**Key Inquiry Question(s):**

- How can we care for historic built environments in the county?

**Learning Resources:**

- Pictures, photographs, charts, and video clips of historic built environments.

- Longhorn Social Studies Grade 4, Pages 31-32.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they learned about buildings and their historical significance.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of caring for historic built environments.

**Lesson Development (25 minutes):**

**Step 1:** Identify a Historic Environment

- Ask students to think of a historic building or site near their school.

- Facilitate a discussion where students share their ideas and reasons for choosing these environments.

- Show pictures or video clips of the chosen environments to deepen understanding.

**Step 2:** Discuss Why Care is Important

- Lead a discussion on why it's crucial to protect and maintain these historic sites.

- Use charts or photographs to illustrate the impacts of neglect on historic environments.

- Encourage students to think about what these buildings tell us about our past.

**Step 3:** Engage in Care Activities

- Brainstorm activities that students can do to care for these historic environments, such as:

- Organizing a cleanup day.

- Creating awareness campaigns in their school.

- Writing letters to local government about preserving these sites.

**Step 4:** Plan a Service Learning Project

- Organize students into small groups to plan a mini-service project for caring for a historic environment.

- Each group will outline what they will do, who will be involved, and the expected outcomes.

- Share plans with the class to foster collaboration.

**Conclusion (5 minutes):**

- Summarize key points: the importance of historic built environments and how students can take care of them.

- Conduct a brief interactive activity, such as a quiz or a group discussion, to reinforce the main topics learned.

- Prepare learners for the next session by previewing upcoming topics related to government roles in preserving these environments and encouraging students to think of questions they may have.

**Extended Activities:**

- Field Trip: Organize a field trip to a local historic site, allowing students to experience these environments firsthand.

- Creative Project: Have students create a poster or digital presentation about a historic environment, including how they suggest caring for it.

- Community Work: Partner with local preservation societies to get involved in community service related to historic sites.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** People and Population

**Sub Strand:** Interdependence of People

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Define interdependence.

2.Use appropriate media to find out ways in which people depend on each other in the county.

3. Appreciate ways in which people depend on each other in the county.

**Key Inquiry Question(s):**

- How do people in the county depend on each other?

**Learning Resources:**

- Pictures, photographs, charts, video clips, Longhorn Social Studies Grade 4 (Pages 33-36)

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about community roles.

- Guide students to read and discuss content from the learning resources, focusing on understanding interdependence.

**Lesson Development (25 minutes):**

**Step 1:** Define Interdependence

- Ask students to share what they think interdependence means.

- Introduce the definition: Interdependence means that people rely on each other to meet their needs.

- Discuss examples from their own lives (like friends helping each other, family members working together, etc.).

**Step 2:** Explore Resources

- Show pictures and charts that illustrate people working together in different jobs in the county (farmers, teachers, shopkeepers).

- Ask students to identify different roles and discuss how these roles support one another within the community.

**Step 3:** Group Research Activity

- Divide students into small groups.

- Each group uses video clips or photographs from the resources to find specific examples of interdependence.

- Groups list examples on chart paper (e.g., “Farmers provide food, and stores sell food”).

**Step 4:** Share Findings

- Groups present their findings to the class.

- Encourage students to ask questions and give feedback on how individuals in the county depend on each other.

**Conclusion (5 minutes):**

- Summarize the definition of interdependence and key examples discussed.

- Conduct a quick interactive game where students name one way they depend on someone else.

- Prepare learners by asking them to think about what might happen if communities did not have interdependence.

**Extended Activities:**

- Community Interviews: Students can interview family members or community helpers (like firefighters or grocery clerks) to learn how their jobs contribute to interdependence in the county.

- Create a Community Collage: Using magazines and drawings, students can create a collage that shows different people and how they depend on one another in their community.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 1**

**Strand:** People and Population

**Sub Strand:** Inter-dependence of people

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.State the benefits of inter-dependence of people in the County.

2. Role-play inter-dependence of people.

3.Appreciate the benefits of inter-dependence of people in the County.

**Key Inquiry Question:**

- Why should we support each other in the County?

**Learning Resources:**

- Pictures, photographs, charts, video clips

- Longhorn Social Studies Grade 4, Pages 38-40

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson to activate prior knowledge.

- Introduce the key concepts of inter-dependence. Guide learners to read and discuss relevant content from the Longhorn Social Studies book, focusing on pages 38-40.

- Ask students what they understand by inter-dependence and why it might be important.

**Lesson Development (25 minutes):**

**Step 1:** Group Discussion

- Divide students into small groups and provide each group with a different aspect of inter-dependence (e.g., trade, helping neighbors, sharing resources).

- In their groups, students discuss what inter-dependence means in their assigned area and jot down ideas.

**Step 2:** Creating Charts

- Each group will create a chart outlining the benefits of inter-dependence related to their topic. Encourage them to use visuals and write keywords to make their charts informative.

**Step 3:** Role-Playing Activity

- Invite each group to present their chart and perform a short role-play demonstrating their understanding of their type of inter-dependence. This could be a scenario like sharing food during a festival or helping a neighbor fix something.

**Step 4:** Class Discussion

- After all presentations, hold a class discussion on the various role-plays. Ask guiding questions such as:

- How do these examples show that we rely on each other?

- What benefits do we get from supporting one another?

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson about inter-dependence and its benefits in the County.

- Conduct a brief interactive activity, such as a "thumbs up/thumbs down" response to scenarios where inter-dependence is beneficial or unnecessary.

- Preview the next session topics, inviting students to think about other ways people depend on each other outside of their County.

**Extended Activities:**

- Research Project: Ask students to interview a family member or neighbor about how they rely on others in the community. Students can present their findings in class.

- Creative Arts: Develop posters that illustrate a famous example of inter-dependence, such as a community event or cooperative project in the County.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 2**

**Strand:** People and Population

**Sub Strand:** Population Distribution

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1.Explain what is meant by population distribution.

2. Walk around the school neighborhood and observe the population distribution of the area.

3.Appreciate the population distribution of their school neighborhood.

**Key Inquiry Questions:**

- What is population?

- How does population distribution affect our community?

**Learning Resources:**

- Pictures, photographs, charts, video clips

- Longhorn Social Studies Grade 4, Pages 41-43

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson to activate prior knowledge regarding communities.

- Introduce the key concept of population and then lead into population distribution.

- Use relevant content from the learning resources to engage students. Encourage them to share what they already know about population.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Population Distribution

- Explain what population distribution means using simple language.

- Show a chart or map that illustrates different population densities. Discuss the differences with students.

**Step 2:** Group Activity Preparation

- Divide the class into small groups.

- Explain the plan to walk around the school neighborhood and what they should observe regarding population distribution (e.g., the number of people, types of buildings, parks, etc.). Provide a checklist for them to use.

**Step 3:** Observation Walk

- Take students on a guided walk around the school neighborhood (ensure safety). Allow groups to observe and take notes or sketches of what they find regarding population distribution.

**Step 4:** Group Reflection and Discussion

- Once back in the classroom, have groups discuss their observations.

- Each group shares their insights on how they think population distribution affects life in their neighborhood.

**Conclusion (5 minutes):**

- Summarize the key points covered, emphasizing the concept of population distribution and the insights gained during the walk.

- Conduct a fun interactive activity, such as a quick matching game with vocabulary words related to population distribution and their definitions.

- Preview the next session by introducing the concept of how resources are distributed across populations and ask students to think about this question: "What resources are important in our neighborhood?"

**Extended Activities:**

- Research Project: Have each student choose a local landmark or community space (e.g., park, library, grocery store) and prepare a short presentation on its importance to the community and its role in population distribution.

- Create a Population Map: Have students create their own maps of the neighborhood, highlighting where they observe high and low populations, types of buildings, and open spaces, incorporating concepts learned in the lesson.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **SOCIAL STUDIES** |  |  |  |

**WEEK 12: LESSON 3**

**Strand:** People and Population

**Sub Strand:** Population Distribution

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Discuss population distribution in your county using a map.

2. Draw a map of your county showing population distribution.

3. Appreciate population distribution in your county.

**Key Inquiry Question:**

- How is population distributed in your county?

**Learning Resources:**

- Pictures, photographs, charts, video clips, Longhorn Social Studies Grade 4 (Pages 43-46)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson's main topics.

- Introduce the key inquiry question, "How is population distributed in your county?"

- Guide learners to read and discuss relevant sections from the textbooks or resource materials, introducing the concept of population distribution.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Population Distribution

- Introduce the concept of population distribution using maps and visuals.

- Discuss what a population map looks like and what it shows (e.g., areas with high and low populations).

- Show examples of population distribution in various regions of the county using charts and images.

**Step 2:** Pair Discussion

- In pairs, students discuss the factors that might affect population distribution in their county (e.g., resources, jobs, schools).

- Encourage them to share their thoughts and observations on what parts of their county have more people and why.

**Step 3:** Drawing the Population Map

- Provide students with blank paper and colored pencils.

- Instruct learners to draw a simple map of their county, indicating areas of high and low population distribution with different colors or symbols.

- Encourage creativity, and remind them to refer to the discussion and resources provided.

**Step 4:** Gallery Walk

- Allow learners to display their maps around the classroom.

- Ask them to walk around and observe their peers’ maps, facilitating discussions about the differences and similarities in their drawings.

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson, emphasizing the importance of understanding population distribution.

- Conduct a brief interactive activity by asking students to guess which areas of the county might experience growth in population and why.

- Preview the next lesson, mentioning that they will learn about the impact of population distribution on community resources.

**Extended Activities:**

- Research Project: Have students pick a specific town or area in the county and research its population growth over the last decade. They can present their findings to the class in a simple poster format.

- Community Service Project: Encourage students to volunteer in local community services to learn about how population distribution affects local resources and services.

- Interactive Map Creation: Use online mapping tools (with supervision) to allow students to create digital maps of their county focusing on population distribution.

**Teacher Self-Evaluation:**