

TOPIC 1 - MAP SKILLS

Latitude & Longitude

Lesson 1

1. Read & Discuss p3 LB

2. Objectives:

- a. Introduction to latitude and longitude on globes and maps
- b. How to read maps
- c. How to find places on maps
- d. Gain understanding of scale, measure distances on maps
- e. Help learners see that something represented on a map or globe actually means something else (whether by means of a key, symbol or scale; e.g. the symbol for a woman on a door really means “bathroom for women only”)

3. Reminder:

- a. Finding points on a map involves finding the point where the lines of latitude and lines of longitude meet. Right angles are created where these lines meet.
- b. When we write down the position of a place on a map, we first write down the latitude then the longitude.
- c. Any place in South Africa will always have a south latitude (as all latitudes occur south of the equator), and the longitude will be east longitudes (as they occur east of the Greenwich Meridian).
- d. We are in the southern hemisphere.

4. Read p4-5 (until before Activity 2) LB

5. Narrate:

- a. Explain what you learned about longitude & latitude lines

6. Practical Activity:

- a. **Activity 2: Make your own globe p5-6 LB** (save for next lesson)

NEEDED:

- i. round plastic ball/polystyrene ball
- ii. permanent marker

TOPIC 1 - MAP SKILLS

Latitude & Longitude

Lesson 2

1. Activity: Create a grid map

- a. Draw a square frame on a page with straight lines. Inside this frame, draw a rough sketch of a town or settlement. This sketch should include a suburb with houses, a central business district, an industrial area with factories and an area where sport takes place (e.g. a sports stadium).
- b. Draw four pencil lines across the page horizontally and four lines vertically. Each of these lines must be the same distance apart from one another.
- c. Number the vertical lines 1-4 with the outside of the frame on the left being 0 and the south side of the frame on the right being 5.
- d. Label the new horizontal lines B-E with the bottom line of the frame being A and the top of line of the frame being F.
- e. Now write down the grid reference (e.g. A3) for each of the following:
 - i. The suburb
 - ii. Central business district
 - iii. Industrial area
 - iv. Sports area

If the area is in two grids, then write down both grid references.

2. Practical Activity: Plot earthquakes on a world map.

- a. Use the list of earthquakes and their dates and locations on the next pages, and mark these on the world map with red (Notebook Page).
- b. See if there was an earthquake on the actual day you were born.

3. Notebook Entry:

- a. Vocabulary picture dictionary: *equator, Greenwich Meridian, latitude, degree, longitude*
 - i. Draw and colour a picture in each of the blocks labeled with these words.

List of Earthquakes for 2004

- [Magnitude 9.1 OFF THE WEST COAST OF NORTHERN SUMATRA December 26, 2004](#)
- [Magnitude 8.1 NORTH OF MACQUARIE ISLAND December 23, 2004](#)
- [Magnitude 6.8 CAYMAN ISLANDS REGION December 14, 2004](#)
- [Magnitude 6.8 HOKKAIDO, JAPAN REGION December 06, 2004](#)
- [Magnitude 7.0 HOKKAIDO, JAPAN REGION November 28, 2004](#)
- [Magnitude 7.1 PAPUA, INDONESIA November 26, 2004](#)
- [Magnitude 7.1 OFF WEST COAST OF THE SOUTH ISLAND, N.Z. November 22, 2004](#)
- [Magnitude 6.3 DOMINICA REGION, LEEWARD ISLANDS November 21, 2004](#)
- [Magnitude 6.4 COSTA RICA November 20, 2004](#)
- [Magnitude 7.2 NEAR THE WEST COAST OF COLOMBIA November 15, 2004](#)
- [Magnitude 7.5 KEPULAUAN ALOR, INDONESIA November 11, 2004](#)
- [Magnitude 6.7 SOLOMON ISLANDS November 11, 2004](#)
- [Magnitude 6.9 SOLOMON ISLANDS November 09, 2004](#)
- [Magnitude 6.3 TAIWAN REGION November 08, 2004](#)
- [Magnitude 6.7 VANCOUVER ISLAND, CANADA REGION November 02, 2004](#)
- [Magnitude 5.9 ROMANIA October 27, 2004](#)
- [Magnitude 6.6 NEAR THE WEST COAST OF HONSHU, JAPAN October 23, 2004](#)
- [Magnitude 6.7 TAIWAN REGION October 15, 2004](#)
- [Magnitude 6.9 NEAR THE COAST OF NICARAGUA October 09, 2004](#)
- [Magnitude 6.8 SOLOMON ISLANDS October 08, 2004](#)
- [Magnitude 6.5 MINDORO, PHILIPPINES October 08, 2004](#)
- [CISN Special Parkfield, CA Earthquake Report](#)
- [Magnitude 6.0 CENTRAL CALIFORNIA September 28, 2004](#)
- [Magnitude 3.7 EASTERN KENTUCKY September 17, 2004](#)
- [Magnitude 6.7 NEAR THE SOUTH COAST OF HONSHU, JAPAN September 06, 2004](#)
- [Magnitude 7.2 NEAR S. COAST OF WESTERN HONSHU, JAPAN September 05, 2004](#)
- [Magnitude 7.4 NEAR THE SOUTH COAST OF HONSHU, JAPAN September 05, 2004](#)

List of Earthquakes for 2004 (Continued)

- [Magnitude 3.8 WYOMING August 29, 2004](#)
- [Magnitude 4.3 GREECE August 24, 2004](#)
- [Magnitude 3.5 ALABAMA August 19, 2004](#)
- [Magnitude 7.3 SOUTHERN SUMATRA, INDONESIA July 25, 2004](#)
- [Magnitude 4.9 OFFSHORE OREGON July 12 16:45:00 UTC](#)
- [Magnitude 5.2 EASTERN TURKEY July 01, 2004](#)
- [Magnitude 6.8 SOUTHEASTERN ALASKA June 28, 2004](#)
- [Magnitude 4.2 ILLINOIS June 28, 2004](#)
- [Magnitude 5.3 OFFSHORE BAJA CALIFORNIA, MEXICO June 15, 2004](#)
- [Magnitude 6.9 KAMCHATKA PENINSULA, RUSSIA June 10, 2004](#)
- [Magnitude 3.0 Pine Mountain Club, CA May 30, 2004](#)
- [Magnitude 6.5 OFF THE EAST COAST OF HONSHU, JAPAN May 29, 2004](#)
- [Magnitude 6.3 NORTHERN IRAN May 28, 2004](#)
- [Magnitude 6.6 BIO-BIO, CHILE May 03, 2004](#)
- [Magnitude 4.0 WYOMING April 07, 2004](#)
- [Magnitude 6.6 HINDU KUSH REGION, AFGHANISTAN April 05, 2004](#)
- [Magnitude 6.4 NEAR NORTH COAST OF MOROCCO February 24, 2004](#)
- [Magnitude 7.3 PAPUA, INDONESIA February 07, 2004](#)
- [Magnitude 7.0 PAPUA, INDONESIA February 05, 2004](#)
- [Magnitude 6.7 SERAM, INDONESIA January 28, 2004](#)
- [Magnitude 5.0 WYOMING January 07, 2004](#)

<http://earthquake.usgs.gov/earthquakes/eqinthenews/2004/>

TOPIC 1 - MAP SKILLS

Hemispheres

Lesson 3

1. **Discuss:**
 - a. **NEEDED:**
 - i. Apple or ball, previously cut in half
 - b. Hemisphere
 - i. Let's break up the word *hemisphere*. Do you know what *hemi* means?
 - ii. What is a sphere?
 - c. A sphere is like an apple or ball, but cutting it in half (splitting it into two), divides it into two hemispheres.
2. **Read p7-8 LB**
3. **Practical Activity**
 - a. **Activity 3 p8 LB:** Identify hemispheres on a globe
4. **Practical Activity**
 - a. **Activity 4 p9 LB**
5. **Notebook Entry:**
 - a. Vocabulary picture dictionary: *hemisphere*
 - i. Draw and colour a picture in the block with the word *hemisphere*

TOPIC 1 - MAP SKILLS

Latitude and Longitude on a map

Lesson 4

1. Something to think about:

a. What is a GPS?

GPS stands for Global Positioning System. It can be found these days even in motor cars. GPS is based on the principle of co-ordinates: the driver of the motor car keys in co-ordinates and the GPS gives the driver guidance about what route to take to get to the point where he wants to be.

In the past, co-ordinates were used only for ships at sea and for military purposes. Why are co-ordinates important for ships at sea? (*There are no 'landmarks' at sea, only open spaces! Co-ordinates give the ship's captain something to 'aim' at*).

Missiles used by the military need to be very accurate to hit their targets: the correct co-ordinates give a very precise location.

2. Read p10 LB

3. Practical Activity

a. Activity 5 - Read latitude and longitude

4. Notebook Entry:

a. Vocabulary picture dictionary: *co-ordinates*

- i. Draw and colour a picture in the block with the word *co-ordinates*

5. Browse through *Student Atlas of the World* p6-9

TOPIC 1 - MAP SKILLS

Concept of Scale

Lesson 5

1. **NEEDED:**

- a. Measuring tape

2. **Discuss:**

A centimeter on a ruler can represent whatever you want it to. For example, it could represent 1m on a room floor plan, or 100km on a map of South Africa.

BUT: Scale must be consistent. Everything in the world must be to scale.

3. **Discuss: 1:1 Scale**

Using a measuring tape, measure out 1,5m. Now, a 1:1 (one to one) scale would require a piece of paper of exactly the same size to show 1,5m.

4. **Discuss: Facts about scale**

- a. Scale allows us to reduce the real world and observe it on a map
- b. Features occurring in the real world will be reduced and may have to be represented using mapping signs and symbols. These symbols appear in the map reference below the map.
- c. Once an area has been scaled (reduced), the entire map will conform to that scale.

5. **Read p12-13 LB**

6. **Notebook Entry:**

- a. Vocabulary picture dictionary: *scale*
 - i. Draw and colour a picture in the block with the word *scale*

TOPIC 1 - MAP SKILLS

Measuring straight-line distances

Lesson 6

1. Read p14 LB - how to measure straight-line distances
2. Practical Activity
 - a. **Activity 7** - Measure distances and use scales
 - i. This activity is an oral one, but make sure you answer in full sentences: e.g. "The straight-line distance on the ground from East London to Pretoria is..."

TOPIC 1 - MAP SKILLS

Atlases, Global Statistics and Current Events

Lesson 7

1. Discuss:

- a. The Contents page(s) in an atlas
This is at the front of a book and tells the reader how the book is laid out, giving the headings of chapters so that the reader knows where to look for subjects (e.g. Climate)
- b. The Index page(s) in an atlas
This is at the back of the book and gives detailed page references for selected items (e.g. Place names, or Rivers)
- c. Do you think it would be difficult to find a city in an atlas that does not have a contents page or an index?
Just like we need street signs to navigate on roads, we need a contents page and an index to help us find things in a book.

2. Read p17 LB

3. Practical Activity

- a. **Activity 8** – Read and use a contents page

4. Practical Activity

- a. **Activity 9** – Compare contents pages

5. Discuss: (use the contents page on p17 LB; answers p26 TG)

- a. Is the atlas organized so that the user is taken from the particular (specific place) to the general (a bigger place), or is the user introduced to the broader idea and then referred to a more particular place?
- b. Is the way this atlas presents information the best way to present information? Give reasons.

6. Notebook Entry:

- a. Vocabulary picture dictionary: *atlas, physical map, political map*

TOPIC 1 - MAP SKILLS

Our Province in an Atlas

Lesson 8

1. **Discuss:**
 - a. Places that you have visited before (Find them on a map of the province)
 - b. Would you like to travel to other parts of South Africa?
 - c. What have you heard about other places in South Africa?
2. **Read p19 LB**
3. **Notebook Entry:** Complete the Notebooking Page on the Limpopo Province (O3)

Lesson 9

1. **Activity: Make a brochure**
 - a. Imagine that you have to design a brochure for the X-Province Investment Conference. Make a brochure about the six most important aspects of the Limpopo Province that other people in the world should know about. It can refer to the economy or to tourism.
 - b. E.g. for Kwazulu-Natal you can include:
 - v. The sugar industry
 - vi. Dairy industry (Midlands)
 - vii. Motor vehicle industry (Toyota in Durban, Bell Equipment in Richard's Bay)
 - viii. Lovely beaches for tourists
 - ix. The Sardine Run is a popular festival with tourists
 - x. Extreme sports events: Comrades Marathon, Dusi Canoe Marathon, Midmar Mile

TOPIC 1 - MAP SKILLS

Global Statistics

Lesson 10

1. **Discuss: what are statistics?**
 - a. Write down how many kids attend karate. How many were absent the last time?
 - b. The numbers you wrote down are an example of statistics.
 - c. Statistics form a part of our everyday lives, even in something as simple as an attendance register.
2. **Read p21-22 LB**
3. **Narrate**
 - a. Tell what you've just learned
4. **Practical Activity**
 - a. **Activity 11**
5. **Extension activity:**
 - a. Use the map on p11 LB, the statistics page on p21-22 LB and your atlas to answer TRUE or FALSE to the following questions:
 - i. The Yangtze River flows through China
 - ii. The world's three highest mountains are all in the Himalaya mountain range
 - iii. Tokyo is the capital of India
 - iv. Sao Paulo is the capital of Brazil
 - v. Tropical rainforests are on and near to the equator
 - vi. The world's biggest forest is in the southern hemisphere
 - vii. The world's longest river is in the eastern hemisphere
 - viii. None of the places named in this table of statistics is in South Africa
6. **Notebook Entry:**
 - a. Vocabulary picture dictionary: *global*

TOPIC 1 - MAP SKILLS

Locate Major Current Events and Places

Lesson 11

1. Read p23 LB
2. **Practical Activity**
 - a. Activity 12 p24 LB
3. **Notebook entry:**
 - a. Collect events from around the world from the media (newspapers & magazines)

Lesson 12, 13, 14 & 15

1. **Target Worksheet A**
 - a. Work through this worksheet in preparation of your formal assessment in three session's time.
2. **Target Worksheet B**
 - a. Work through this worksheet in preparation of your formal assessment in two session's time.
3. **TERM ASSESSMENT EXEMPLAR p25-27 LB**
 - a. Work through this worksheet in preparation of your formal assessment
4. **FORMAL ASSESSMENT p117-118 TG**

TOPIC 2 - TRADE

Why people trade

Lesson 16

1. Read & discuss p29 LB

2. Discuss:

- a. Imagine for a moment that you have been walking all day without anything to drink. What would you be willing to pay for a glass of water at the end of the day?
- b. Imagine you've been sitting playing computer games all day long. Would you be *as* interested in a glass of water?
- c. Now, imagine you were stranded in a desert for a day. What do you think you'd be willing to pay (or do) for a glass of water now?
- d. You can see that a glass of water will have a different value in different situations.

3. Discuss:

- a. What is the difference between *value* and *price*?

A person may place a very high value on a watch given to him by his grandfather, but that watch may have a very low price if he tries to sell it. The watch has a high value for the owner because of the history of the watch and its association with the grandfather.

The price of an item is sometimes determined by what effort or money it took to produce that item, as well as what it cost to transport the item. This may increase the cost of the item and, when it is sold alongside similar products, it may be overpriced and buyers will opt for the product which is cheaper. This is often the case with South African manufactured goods, which are sold at European markets. While the product may be of a high quality, it has cost a lot to transport the product to European markets. The cost of transportation is added to the price of the product. Compared to a locally produced product, the imported product will seem over priced and people will opt for cheaper options.

4. Discuss:

- a. Minerals in its raw state vs processed materials & finished goods - Which do you think is cheaper?

Minerals in its raw state has less value as it has not been processed into a finished good. For many years South Africa lacked the capacity to process and manufacture finished goods so it simply sold the minerals in their raw state. It would then buy back products, which had been made from their raw materials at a huge cost.

TOPIC 2 - TRADE

Why people trade

Lesson 16 (continued)

5. Read p30 LB
6. **Narrate** what you've just read about trade as the exchange of goods, and trade as buying and selling goods for money.
7. Read p31 LB
8. **Practical Activity**
 - a. Activity 3 p32
9. * Discuss p35 TG *Answers*
10. **Notebook entry:**
 - a. Vocabulary unscramble
 - i. Unscramble the first ten words on the notebooking page
 - erdat
 - pows
 - dosog
 - pomirst
 - etamilc
 - eluav
 - pstreox
 - btraer
 - chxengea
 - ratalun rsoeruces

TOPIC 2 - TRADE

What people trade

Lesson 17

1. **Discuss:**
 - a. A raw material like iron ore has value in its raw state, but will have a much higher value once it has been made into something else. Iron ore is a key component of steel which is used around the world in buildings.
 - b. To manufacture simply means to make something
 - c. A process is a series of actions to change something (e.g. processed food)
 - d. It involves a series of processes to create a cell phone. Minerals are extracted from the earth in Africa, but then manufacturing takes place in Europe or elsewhere before that same mineral comes back to Africa in a very different form inside a cell phone.
2. **Read p33 LB**
3. **Narrate** what you just learned about raw materials or primary products
4. **Practical Activity**
 - a. Activity 4 p33 LB
5. **Read p34 LB**
6. **Narrate** what you just learned about manufactured goods, skills and services
7. **Practical Activity**
 - a. Activity 5 p34 LB
8. **Watch a video clip:** VIDS: How its made
 - a. Glass part 1 & part 2 (3:55 & 2:43)

TOPIC 2 - TRADE

What people trade

Lesson 18

1. Watch a video clip: How its made

- a. Paper 1, paper 2, paper 3 (25:00 alltogether)
- b. How to Make Home Made Paper (10:41)

2. Notebook entry:

a. Draw:

- i. On your notebooking page, draw at least 4 manufactured goods that you come across in your daily life. For each manufactured good, draw at least one raw material that was used in the making of that manufactured good.
- ii. Label your drawings

b. Vocabulary unscramble

- i. Unscramble the following of the *trade* words on the notebooking page:
 - wra taerimals
 - msiucnia
 - ftioacesr
 - paryrim pdrotcus
 - yradnoces pdorcuts
 - mnfauactuder gdsoo
 - silkls
 - luroab
 - craneptr
 - svreisec

3. Field trip to a factory to see how raw materials are gathered and utilized in a real-life setting

4. Research:

Research the building of the massive new Medupi Power Station. Answer the questions on Notebooking Page 07 Medupi Power Station

5. Discuss:

- a. Explain the service provided by each of the following jobs or activities:
 - i. Lawyer
 - ii. Nurse
 - iii. Banker
 - iv. Waiter
 - v. Educator

- b. Do you think these services have anything to do with the removal (extraction) of raw materials, or the processing or manufacturing of finished products?

TOPIC 2 - TRADE

Resources and their values

Lesson 19

1. Discuss:

The trade in cocoa and gold is seen as unfair because countries outside of Africa make more money from the manufactured goods that come out of cocoa and gold. The South African government is trying to get private companies to set up manufacturing businesses so that the country's raw materials get processed within South Africa before being exported. The government, through the Department of Trade and Industry, is giving tax allowances and incentives to companies to do this.

2. Read p35 LB

3. Narrate what you just learned about the value of selected raw materials and manufactured goods.

4. Notebook entry:

- a. Sort the pictures in the appropriate column
- b. Write the price next to each item
- c. Discuss:
 - i. Which is the most expensive product? List the raw materials you think are in this product.
 - ii. What *kind* of products are more expensive?
 - iii. Which items needed lots of processes to make?
 - iv. Explain why having lots of processes makes objects cost more money (Written narration, space provided on notebook page)

TOPIC 2 - TRADE

Resources and their values

Lesson 20

1. **Read p37 LB** - from cocoa to chocolate
2. **Narrate** what you just learned about the processing of cocoa to chocolate.
3. **Practical Activity:**
 - a. Activity 7 p38 LB
4. **Video clip to watch:** VIDS: Processing
 - a. From cocoa beans to chocolate bars (Part 1, 2 & 3 - 15 min)
5. **Discuss:**

Many of the developing or undeveloped countries were once colonized by European countries. Today, while these countries are no longer colonies, many of their natural assets, such as their mines, are still owned by foreign companies. This means that local people do not have as much as in the running of the farms and mines in their country as they should. It also means that the foreign companies can dictate the prices of the raw materials and can benefit by manufacturing them in their home country. They then sell these manufactured products at a much higher price.
6. **Discuss:**

Think beyond the reasons we already read about - list (at least four) benefits of a country manufacturing its own raw materials.

TOPIC 2 - TRADE

Resources and their values

Lesson 21

1. Read p39 LB - from gold to jewellery
2. Video clips to watch: VIDS: Processing
 - a. How its made - Gold jewellery (5 min)
 - b. How its made gold chain (5 min)
 - c. How Its Made Gold Rings (5 min)
3. Notebooking page
 - a. Draw a flow diagram
 - i. Use the pictures (and your Learner's Book) to draw your own flow diagram of the process from gold to jewellery
 - b. Write next to each word "SA" to show the processes that take place in South Africa
 - c. Write the value of an ounce of gold at:
 - i. The end of the South African stage
 - ii. The end of the overseas stage
 - d. Explain why an ounce of gold jewellery is worth more than an ounce of pure gold. Use some of these words in your answer: skills, machines, manufacturing processes.
 - e. Copy and complete this sentence using these words: manufactured products; raw materials.

South Africa's gold industry is like Ghana's cocoa industry because both countries export _____ and not _____.
4. Notebooking page
 - a. Vocabulary unscramble
 - i. Unscramble the following *trade* word:
 - csesorp

TOPIC 2 - TRADE

Fair Trading

Lesson 22

1. Discuss:

- a. What do you think is fair trade and unfair trade?
 - i. Give an example of unfair trade, where the buyer decides on the price of the raw material.
 - ii. Do you think it is a fair arrangement?
 - iii. What will be the impact this arrangement will have on the buyer and seller?

The buyer will benefit by paying a lower price. He will also be able to process the product and sell it for a greater profit.

The seller will earn less money and will lose the ability to expand his business. He might not be able to pay wages or other expenses.

2. Discuss *Trade relations*

Trade relations are predetermined agreements between countries that benefit both parties. For example, South Africa's trade relations with China: Chinese businesses are encouraged to set up businesses in South Africa where they are given incentives such as less tax on imports and easy access to markets. In return, South Africa buys Chinese goods at cheaper prices, and sells them at cheaper prices to the South African market.

3. Read p41 LB

4. Narrate what you just learned about unfair trade.

5. Practical Activity:

- a. Activity 9 p42 LB

6. Read p42-43 - Fair trade

7. Narrate what you just learned about fair trade.

8. Practical Activity

- a. Activity 10 p43 LB

TOPIC 2 - TRADE

The human cost of unfair trade

Lesson 23

1. Read p44 LB
2. Narrate what you've just learned about work and exploitation
3. Oral Discussion
 - a. Activity 11 p44 LB
4. Read p45 LB
5. Oral Discussion
 - a. Activity 12 p45 LB
6. Notebooking page
 - a. Vocabulary unscramble
 - i. Unscramble the following *trade* word:
 - pexoilttaoin

Lesson 24, 25, 26 & 27

1. Target Worksheet A
 - a. Work through this worksheet in preparation of your formal assessment in three session's time.
2. Target Worksheet B
 - a. Work through this worksheet in preparation of your formal assessment in two session's time.
3. TERM ASSESSMENT EXEMPLAR p46-47 LB
 - a. Work through this worksheet in preparation of your formal assessment
4. FORMAL ASSESSMENT p119-120 TG

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Climate around the world

Lesson 28

1. Read and Discuss p49 LB
2. Read p50-52 LB
3. **Narrate** what you just learned about the difference between weather and climate
4. **Narrate** what you just learned about climates of the world
5. **Practical Activity**
 - a. Activity 2 p53 LB
6. Read p54 LB
7. **Narrate** what you just learned about wet and dry areas of the world
8. **Oral discussion**
 - a. Activity 3 p54 LB
9. **Discuss:**
 - a. Give the names of countries that are likely to have some similarities in climate to South Africa, based on their position in the globe (lines of latitude). Divide the countries into
 - i. Northern and western hemisphere
 - ii. Northern and eastern hemisphere
 - iii. Southern and western hemisphere
 - iv. Southern and eastern hemisphere
 - b. What is it about the climate of the countries listed above that encouraged human settlement? (Answers p49 TG)
10. **Video clips to watch:** VIDS: Biomes
 - a. World Biomes An Introduction to Climate (6 min)
 - b. Deadliest Animals Deserts To Grassland HD (47:26)
11. **ONLINE reading** (introduction to biomes)
 - a. http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/biomes_rev1.shtml
12. **Discuss:**
 - a. There are four basic terrestrial biomes (biomes found on land) – forest, grassland, desert, and tundra.
13. **Notebook Entry**
 - a. Paste the pictures and write the names of the different terrestrial biomes

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Tropical Rainforests

Lesson 29

1. **Read & Discuss** p4 *Science Around the World (Janice van Cleave)* - Introduction to forests
2. **Discuss**
Rainforests are a valuable resource and these resources are being threatened by deforestation. Wood from the trees in these forests is as valuable as gold is to South Africa and cocoa is to Ghana.

Many countries in southeast Asia, South America and the Democratic Republic of Congo in Central Africa, also experience unfair trade. However, the main difference in this case is that the drive for resources is damaging the environment.
3. **Read & Discuss** p5-6 *Science Around the World (Janice van Cleave)* - Introduction to Rainforests
4. **Read** p55 LB
5. **Narrate** what you just learned about tropical rainforests
6. **Notebook entry:**
 - a. Copy where the world's biggest rainforests are onto the map on the notebooking page
7. **Oral discussion:**
 - a. Activity 4 p56 LB
8. **Notebook entry:**
 - a. Answer following question: (write in the space provided on the notebooking page - use full sentences):
 - i. Where are tropical rainforests found?
9. **Read & Discuss** p7 *Science Around the World (Janice van Cleave)* - Rainforest Humidity
10. **Read** p56 LB - Climate: temperature and rainfall patterns
11. **Read** Geography Encyclopedia p116 - Rainy places
12. **Oral discussion:**
 - a. Activity 5 p57 LB
13. **Notebook entry:**
 - a. Answer (write - continued):
 - i. What is the climate like in rainforests? Why is it like that?

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Tropical Rainforests

Lesson 30

1. **Fun Time Activity - p7-9** *Science Around the World (Janice van Cleave)*
2. **More fun with humidity p9** *Science Around the World (Janice van Cleave)*
3. **Video clips to watch:** VIDS: Biomes/Rainforests
 - a. The Amazon Rainforest (45:52)
4. **Notebook Entry:**
 - a. Rainforest Word Search

Lesson 31

1. **Read p10** *Science Around the World (Janice van Cleave)* - Rainforest Soil
2. **Fun Time Activity - p10-11** *Science Around the World (Janice van Cleave)*
3. **More fun with soil - p11-12** *Science Around the World (Janice van Cleave)*
4. **Notebook Entry:**
 - a. Make words from Rain Forest

Lesson 32

1. **Learner reads p57-58 LB** - Natural vegetation and wildlife in a rainforest
2. **Read & Discuss p13** *Science Around the World (Janice van Cleave)* - Rainforest Plants
3. **Fun Time Activity - p13-15** *Science Around the World (Janice van Cleave)*
4. **More fun with trees - p15** *Science Around the World (Janice van Cleave)*
5. **Notebook Entry:**
 - a. Write up a fact sheet about a rainforest plant

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Tropical Rainforests

Lesson 33

1. **Read & Discuss p16** *Science Around the World (Janice van Cleave)* – Forest Canopy and below
2. **Fun Time Activity - p16-18** *Science Around the World (Janice van Cleave)*
3. **More fun with Trees - p18** *Science Around the World (Janice van Cleave)*
4. **Notebook Entry:**
 - a. Rainforest Similes

Lesson 34

1. **Read** Geography Encyclopedia p117 – Animal life
2. **Read & Discuss p19** *Science Around the World (Janice van Cleave)* – Rainforest Animals
3. **Fun Time Activity - p19-21** *Science Around the World (Janice van Cleave)*
4. **More fun with Birds - p21** *Science Around the World (Janice van Cleave)*
5. **Notebook entry:**
 - a. Answer (write - continued):
 - i. Write about the adaptations of the plant and animal life in rainforests
 - b. Activity 6 p58 LB - Write up a fact sheet about a rainforest animal
6. **Video clips to watch:** VID: Biomes/Rainforests
 - a. BBC Documentary - The Magical Forest (58:56)
 - b. Madagascars Untouched Rainforest (animal documentary) (48:39)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Tropical Rainforests

Lesson 35

1. **Read p57-58 LB** - Natural vegetation and wildlife in a rainforest
2. **Read & Discuss p13** *Science Around the World (Janice van Cleave)* - Rainforest Plants
3. **Fun Time Activity - p13-15** *Science Around the World (Janice van Cleave)*
4. **More fun with trees - p15** *Science Around the World (Janice van Cleave)*
5. **Notebook Entry:**
 - a. Rainforest Alliterations

Lesson 36

1. **Read p59 LB**
2. **Read** Geography Encyclopedia p117 - Forests in danger
3. **Narrate** what you just learned about deforestation
4. **Notebook entry:**
 - a. Answer (write - continued):
 - i. Why do people log trees?
 - ii. Name two other things people do that cause deforestation.
 - iii. Write down four effects of deforestation
5. **Video clips to watch:** Biomes/Rainforests
 - a. DEFORESTATION IN AMAZON RAINFORESTS (10 min)
 - b. Living in Borneo's Endangered Rainforests (48:57)
 - c. Rainforest residents Documentary (54:31)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Tropical Rainforests

Lesson 37

1. **Read** Geography Encyclopedia p117 – Rainforest people, p178-179
2. **Narrate** what you just learned about the people who stay in the Amazon Rainforest
3. **Notebook entry:**
 - a. Answer (write – continued):
 - i. Write what you learned about the people that stay in rainforests
 - how they survive, what they eat, their language, and why they are losing their lifestyles
4. **Video clips to watch:** Biomes/Rainforests
 - a. BBC. Baka: People of the Rainforest (1:44:40)

Lesson 38

1. **Read** the page your teacher will give you out loud (Read out loud.pdf)
2. **Listen** to the Rainforest Poem
 - a. Complete the sentences
3. **Notebook entry:**
 - a. VOCAB words mix & match
 - b. Record the temperatures of rainforests on a graph
 - c. Record the monthly precipitation of rainforests on a graph
 - d. Poetry prompts:
 - i. Acrostic poem

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Tropical Rainforests

Lesson 39

1. Craft

- a. Rainforest art (instructions included with the project)
- b. 3d diorama (colour, cut & paste)

2. Song: Sing the Rainforest song

3. Practical - Have a debate on the issue of deforestation. One will represent the developers and the other will represent the organization, Friends of the Forest.

Research the topic, expand on the following:

The Developers:

- our country needs to sell the resources of the forest (timber and minerals) to make money for our country
- our country needs to create jobs and logging and mining does that
- summing up, why developing the forest is good

The Friends of the Forest

- If you kill the forest, you kill the soil and the animals and there will be erosion
- If we have no more forest then the lives of the people who live there will change forever; they will not be able to hunt and live like they have always lived; they will have to get jobs. There is a possibility that there are plant species that have not yet been discovered. There could be a plant that could make some great breakthrough in medicine (e.g. in finding a cure for cancer) and if the forest is destroyed we will never know.
- Summing up, why developing the forest is bad.

4. Video clips to watch: Biomes

- a. Really Wild Animals Totally Tropical Rainforest (40 min)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Hot deserts

Lesson 40

1. Discuss:

There are four basic terrestrial biomes (biomes found on land) – forest, grassland, desert, and tundra.

- a. Forests include
 - i. Tropical Rainforests
 - ii. Deciduous forests
 - iii. Coniferous forests
- b. Grasslands include
 - i. Temperate grasslands
 - ii. Tropical grasslands
- c. Deserts include
 - i. Hot deserts
 - ii. Cold deserts
- d. Tundra include
 - i. Lowland tundra
 - ii. Highland tundra

2. Discuss:

- a. In the following weeks we'll be studying Deserts.
- b. Are deserts completely lifeless places?
- c. Why do you think people would say that deserts are lifeless? Deserts are places where very few people go, and when we see photos of deserts, they are normally of sand dunes. And the sand dunes might look quite lifeless.
- d. Did you know that there are cold deserts in the world? The Gobi Desert in Asia is an example. For now, we are focusing on hot deserts.

3. Read p68-69 *Science Around the World (Janice van Cleave)* - Introduction to deserts

4. Read p60 LB

5. Read p70-71 *Science Around the World (Janice van Cleave)* - Introduction to hot deserts

6. Notebook entry:

- a. Copy where the world's main hot deserts are onto the map on the notebooking page
- b. Are most of the hot deserts on the eastern or western coasts of the continents? OR:

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Hot deserts

Lesson 40 (Continued)

Copywork: (answers p52 TG)

Hot deserts receive less than ... of rain per ... In hot deserts very little rain falls and temperatures are ... Most deserts are found on the ... coasts of continents. Plants adapt to desert life by storing water in ..., searching for water with long ... and sprouting only in the ... season. Camels can go without water for ... days and Meerkats have long ... to dig in the sand for ...

7. **Activity 8 p61 LB #1**
8. **Video clips to watch:** Biomes/Deserts
 - a. Human Planet Deserts Life in the Furnace (59:07)

Lesson 41

1. **Learner reads p61 LB** – Climate: temperature and rainfall
2. **Narrate** what you just learned about the climate in hot deserts (write down for him to copy onto Notebook Page)
3. **Read** Geography Encyclopedia p122 – Desert Climate
4. **Activity 9 p62 LB** (orally)
5. **Read p72** *Science Around the World (Janice van Cleave)* – Sandy Deserts
6. **Fun Time Activity – p72-73** *Science Around the World (Janice van Cleave)* – Why dry sand is easily carried by wind
7. **More fun with sand – p73** *Science Around the World (Janice van Cleave)*
8. **Read p74** *Science Around the World (Janice van Cleave)* – Transpiration
9. **Fun Time Activity – p74-75** *Science Around the World (Janice van Cleave)* – Determine how the number of stoma affects water loss
10. **More fun with transpiration – p75** *Science Around the World (Janice van Cleave)*
11. **VIDS: Biomes/Deserts**
 - a. The Living Planet BBC - The Baking Deserts (David Attenborough) (54:11)
 - b. Wildest Africa-Okavango Water In The Desert(Episod (50:54)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Hot deserts

Lesson 42

1. **Read p62-63 LB** – Natural vegetation and wildlife in a desert
2. **Read p122-123 Geography Encyclopedia** – Oases, Desert landscapes, Adaptation & Desert expansion
3. **Read p76** *Science Around the World (Janice van Cleave)* – Hot Desert plants
4. **Narrate what you just learned about**
 - a. The natural vegetation in a desert
 - b. The wildlife in a desert
5. **Fun Time Activity – p76-77** *Science Around the World (Janice van Cleave)* – Determine how surface area affects evaporation rate
6. **More fun with evaporation – p77** *Science Around the World (Janice van Cleave)*
7. **Video clips to watch: Biomes/Deserts**
 - a. Plant growth of tropical flowers in the desert (54:10)

Lesson 43

1. **Read p78** *Science Around the World (Janice van Cleave)* – Hot Desert animals
2. **Fun Time Activity – p78** *Science Around the World (Janice van Cleave)* – Determine how having large ears helps desert animals cool off
3. **More fun with staying cool – p79-80** *Science Around the World (Janice van Cleave)*
4. **Read p81-82** *Science Around the World (Janice van Cleave)* – Camels
5. **Fun Time Activity – p82** *Science Around the World (Janice van Cleave)* – Determine how camels can walk across sand without sinking
6. **More fun with camels – p83** *Science Around the World (Janice van Cleave)*
7. **Activity 10 p64 LB** (space provided on Notebooking Page)
8. **VIDS: Biomes/Deserts**
 - a. BBC Wildlife Documentary - Desert Lions - full length (49:11)
 - b. Natural World Empire of the Desert Ants BBC (58:39)
 - c. Desert life clips (9)
 - d. Camel Facts - Facts About Camels (3:34)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Hot deserts

Lesson 44

1. Read p64-66 LB – How people live in a desert
2. **Notebook entry:**
 - a. Write what you know about each picture: how do people live in a desert
 - b. Vocabulary mix & match
 - i. Match the word with its meaning
 - c. Record the temperatures of hot deserts on a graph
 - d. Record the monthly precipitation of hot deserts on a graph
3. **Practical Activity**
 - a. Activity 11 p66
4. **Video clips to watch:** Biomes/Deserts
 - a. Deserts and Life The Thar Desert (45 min)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Hot deserts

Lesson 45

1. Discuss: Deserts in Africa

- a. Locate the deserts in Africa
- b. Discuss how the 2 deserts are the same and how they are different.
- c. Locate the African countries that are in deserts. Learn to spell them.
- d. Are there any desert cities? National Parks? If you visited what could you do?
- e. What is an example of a food chain in this desert?
- f. How is this desert changing? Is that good or bad?
- g. Who are some famous people and what are some famous events that have happened here?

2. Notebook Entry

- a. Colour the desert areas on the outline map of Africa
- b. Label the deserts
- c. Draw an example of a food chain next to the map

3. VIDS: Biomes/Deserts

- a. BBC Sahara with Michael Palin (1 of 4) (58:56)
- b. Kalahari 1_2 - The Great Thirstland (52:10)
- c. Kalahari 2_2 - The Flooded Desert (52:13)
- d. Snake Killers (Honey Badgers Of The Kalahari) (47:05)

4. Discuss: Deserts in Asia (The Gobi and The Arabian)

- a. Locate the deserts in Asia
- b. Locate the Asian countries that are in deserts. Learn to spell them.
- c. Are there any desert cities?, National Parks? If you visited what could you do?
- d. What is an example of a food chain in this desert?
- e. How is this desert changing? Is that good or bad?
- f. Who are some famous people and what are some famous events that have happened here?
- g. Watch the Lawrence of Arabia or another classic movie.
- h. Learn about Arabian Horses (developed in Arabian desert)
- i. Look at some Mongolian Artwork. It is quite unique.

5. Notebook Entry

- a. Colour the desert areas on the outline map of Asia
- b. Label the deserts
- c. Draw an example of a food chain next to the map

6. Video clips to watch: Biomes/Deserts

- a. Arabia Sand, Sea and Sky Eye of the Camel (51:49)
- b. Ben & James vs the Arabian Desert (59:04)
- c. MONGOLIA (1:02:00)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Hot deserts

Lesson 46

- 1. Discuss:** Deserts in Australia: The Outback
 - Locate the desert in Australia
 - Are there any desert cities?, National Parks? If you visited what could you do?
 - What is an example of a food chain in this desert?
 - How is this desert changing? Is that good or bad?
 - Who are some famous people and what are some famous events that have happened here?
 - Discuss the continent of Australia
 - Watch the video: Miracle Down Under
 - Read about Australia and the Outback
 - What is an "aborigine"?
 - Learn some "Australian" words (G'day mate)
- 2. Notebook Entry**
 - Colour the desert areas on the outline map of Australia
 - Label the deserts
 - Draw an example of a food chain next to the map
- 3. Video clips to watch:** Biomes/Deserts
 - Poisonous animals roaming the deserts of Australia (3:00)
- 4. Discuss:** Deserts in South America: The Atacama
 - Locate Chile on the map
 - Learn about the Nomad project
 - Locate the deserts in South America
 - Locate the South American countries that are in deserts. Learn to spell them.
 - Are there any desert cities?, National Parks? If you visited what could you do?
 - What is an example of a food chain in this desert?
 - How is this desert changing? Is that good or bad?
 - Who are some famous people and what are some famous events that have happened here?
 - What makes this desert incredibly unique?
- 5. Notebook Entry**
 - Colour the desert areas on the outline map of South America
 - Label the deserts
 - Draw an example of a food chain next to the map
- 6. Video clips to watch:** Biomes/Deserts
 - Atacama Desert in South America (45:10)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Hot deserts

Lesson 47

1. **Discuss:** Deserts in North America: The Sonora and Mojave
 - a. Locate the Southwest Region on the map.
 - b. Locate the deserts in North America
 - c. Locate the North American countries that are in deserts. Learn to spell them.
 - d. Are there any desert cities?, National Parks? If you visited what could you do?
 - e. What is an example of a food chain in this desert?
 - f. How is this desert changing? Is that good or bad?
 - g. Who are some famous people and what are some famous events that have happened here?
 - h. Learn about the Native Americans who live(d) in the Southwest.
 - i. Learn to weave.
 - j. Study Southwest architecture
 - k. Take a look at the High Desert in New Mexico--Albuquerque.
 - l. What is "adobe"? Can you make some?
 - m. Rent a documentary on one of the Southwest Indian tribes.
2. **Notebook Entry**
 - a. Colour the desert areas on the outline map of North America
 - b. Label the deserts
 - c. Draw an example of a food chain next to the map
3. **Video clips to watch:** Biomes/Deserts
 - a. Pueblo Native American Documentary Anasazi (41:08)
 - b. History of Native American Indians, Documentary - Pt. 1/4 (9:57)
 - c. History of Native American Indians, Documentary - Pt. 2/4 (9:50)
 - d. History of Native American Indians, Documentary - Pt. 3/4 (9:55)
 - e. History of Native American Indians, Documentary - Pt. 4/4 (9:57)
 - f. Native America before European Colonization (1:37:50)
 - g. Albuquerque (1:30:16)
4. **Closing**
 - a. Build a diorama of one of the deserts that was studied.
 - b. Select one or two pieces of information learned from each desert. What can you say about Desert Habitats that you didn't know before?
 - c. If you were a desert person, which desert would you want to live in and why? What changes would you have to make in your lifestyle?
5. **Video clips to watch:** Biomes/Desert
 - a. Deserts and Semi Deserts Part 0102 KidRhymes (29:45)
 - b. Deserts and Semi Deserts Part 0202 KidRhymes (29:00)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Cold deserts

Lesson 48

1. Discuss

- a. What do you know about cold deserts?

2. Read p84-85 - *Science Around the World (Janice van Cleave)* - Intro to Cold Deserts

3. Notebook Entries:

- a. Copy where the world's main cold deserts are onto the map on the notebooking page (see map in Geography/deserts directory)
- b. Write: what are cold deserts?
- c. Go to <http://www.mbgnet.net/sets/desert/cold.htm> to find the names of animals and plants that live in cold deserts.
 - i. Complete the table on the notebooking page
 - ii. Find some pictures of the animals and plants that can survive in cold deserts, and add it to the space on the notebooking page (remember to label your pictures)
- d. Record the temperatures of cold deserts on a graph
- e. Record the monthly precipitation of cold deserts on a graph

4. Video clips to watch: Biomes/Deserts/Cold desert

- a. Amazing Cold Desert, Skardu, Pakistan. (2 min)
- b. Cold Desert Biome (3 min)
- c. Gobi Desert (2 min)
- d. BBC Natures Microworlds Namib Desert 1 (14:33)
- e. BBC Natures Microworlds Namib Desert 2 (14:31)
- f. Weird fog in the Namib Desert - Dune - BBC Wildlife (2:03)

Lesson 49

1. Read p86 *Science Around the World (Janice van Cleave)* - Cold Desert Plants

2. Fun Time Activity - p86-87 *Science Around the World (Janice van Cleave)* - Determine how halophytic plants eliminate excess salt

3. More fun with Halophytic Plants - p87 *Science Around the World (Janice van Cleave)*

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Cold deserts

Lesson 50

1. **Read p88** *Science Around the World (Janice van Cleave)* - Cold Desert Animals
2. **Fun Time Activity - p88-89** *Science Around the World (Janice van Cleave)* - Show how beetles in fog deserts get water
3. **More fun with Animals - p89** *Science Around the World (Janice van Cleave)*
4. **Video clips to watch:** Biomes/Deserts/Cold desert
 - a. BBC Natures Microworlds Namib Desert 1 (14:33)
 - b. BBC Natures Microworlds Namib Desert 2 (14:31)
 - c. Atacama Desert in South America [DOCUMENTARY] (45:08)
 - d. Human Planet Arctic Life in the Deep Freeze (58:46)
 - e. The Namib Desert Coast (25:18)
 - f. The Desert Elephants of Namibia 2 (41:38)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Coniferous Forests (Taiga or Boreal Forest)

Lesson 51

1. Discuss:

There are four basic terrestrial biomes (biomes found on land) – forest, grassland, desert, and tundra.

- a. Forests include
 - i. Tropical Rainforests
 - ii. Deciduous forests
 - iii. Coniferous forests
- b. Grasslands include
 - i. Temperate grasslands
 - ii. Tropical grasslands
- c. Deserts include
 - i. Hot deserts
 - ii. Cold deserts
- d. Tundra include
 - i. Lowland tundra
 - ii. Highland tundra

2. Read p37-38 *Science Around the World (Janice van Cleave)* – Intro to Coniferous Forests

3. Read p67 LB

4. Discuss:

- a. South Africa does not have huge coniferous forests, but we do have plantations run by big timber and pulp companies such as Sappi, Mondi and Hans Merensky in Mpumalanga, Limpopo, KwaZulu Natal and the eastern parts of the Eastern Cape.
- b. Coniferous trees (such as pine) are good for providing timber that is useful in building.
- c. The difference between a forest and a plantation is that a forest grows naturally while a plantation has been planted by people in order to harvest the trees at a later stage. Trees in a plantation are meant to be cut down after a number of years. Plantations provide much needed employment to that region.

5. Narrate what you learned about coniferous forests

6. Notebook entry

- a. Copy where the world's biggest coniferous forests are onto the map on the notebooking page
- b. Write what you learned about coniferous forests so far.

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Coniferous Forests (Taiga or Boreal Forest)

Lesson 51 (Continued)

7. Read p68 LB - Climate
8. Notebook entry
 - a. Activity 12 p68 LB
9. Video clips to watch: Biomes/Coniferous Forests
 - a. Life on Earth - 03 - The First Forests (53:21)
 - b. Coniferous Trees in the Forest (1:24)
 - c. The Living Planet 03 The Northern Forests David Attenborough (54:27)
 - d. 01 CONIFEROUS FOREST (19:54)

Lesson 52

1. Read p86 *Science Around the World (Janice van Cleave)* - Cold Desert Plants
2. Fun Time Activity - p86-87 *Science Around the World (Janice van Cleave)* - Determine how halophytic plants eliminate excess salt
3. More fun with Halophytic Plants - p87 *Science Around the World (Janice van Cleave)*

Lesson 53

1. Read p69 - Natural vegetation and wildlife in a coniferous forest
2. Narrate what you learned about the vegetation and wildlife in a coniferous forest
3. Read p37-38 *Science Around the World (Janice van Cleave)* - Intro to Conifers
4. Fun Time Activity - 39-40 *Science Around the World (Janice van Cleave)* - Locate the seeds of pinecones
5. More fun with Conifers - p40 *Science Around the World (Janice van Cleave)*

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Coniferous Forests (Taiga or Boreal Forest)

Lesson 54

1. **Read p41** *Science Around the World (Janice van Cleave)* - Adaptations of Coniferous Plants
2. **Fun Time Activity - 41-42** *Science Around the World (Janice van Cleave)* - Demonstrate how the shape of a tree affects its ability to collect snow
3. **More fun with Trees - p42** *Science Around the World (Janice van Cleave)*

Lesson 55

1. **Read p43** *Science Around the World (Janice van Cleave)* - Food Chains
2. **Fun Time Activity - 43-47** *Science Around the World (Janice van Cleave)* - Construct a food pyramid
3. **More fun with Food Chains - p47** *Science Around the World (Janice van Cleave)*
4. **Notebook entry**
 - a. Carry on writing about coniferous forests
 - b. Complete the table on the Notebooking Page to show how plants and animals are suited to live in the cold climate of coniferous forests.

Lesson 56

1. **Learner reads p70-71 LB** - Human activities
2. **Narrate** what you learned about human activities in coniferous forests
3. **Notebook entry**
 - a. Carry on writing about coniferous forests - Activity 14 p71 LB
 - b. Find some pictures of the animals and plants that can survive in coniferous forests, and add it to the space on the notebooking page (remember to label your pictures)
 - c. Record the temperatures and rainfall of coniferous forests on a graph
 - d. Record the monthly precipitation of coniferous forests on a graph

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Temperate Deciduous Forests

Lesson 57

1. Discuss:

There are four basic terrestrial biomes (biomes found on land) – forest, grassland, desert, and tundra.

- a. Forests include
 - i. Tropical Rainforests
 - ii. Deciduous forests
 - iii. Coniferous forests
- b. Grasslands include
 - i. Temperate grasslands
 - ii. Tropical grasslands
- c. Deserts include
 - i. Hot deserts
 - ii. Cold deserts
- d. Tundra include
 - i. Lowland tundra
 - ii. Highland tundra

2. Read p22-23 *Science Around the World (Janice van Cleave)* – Intro to Deciduous Forests

3. Read *Biomes* - deciduous forests (up to soil)

4. Narrate what you learned about deciduous forests

5. Notebook entry

- a. Copy where in the world Temperate Deciduous forests are found onto the world map
- b. Write what you learned about deciduous forests

6. Fun Time Activity - 24-26 *Science Around the World (Janice van Cleave)* – Determine how much sunlight the northern and southern temperate zones have during different seasons

7. More fun with the Earth's tilt - p27 *Science Around the World (Janice van Cleave)*

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Temperate Deciduous Forests

Lesson 58

1. **Read** *Biomes* - about the soil in deciduous forests
2. **Narrate** what you learned about deciduous forests
3. **Notebook entry**
 - a. Write what you learned about the soil in deciduous forests
4. **Read p28** *Science Around the World (Janice van Cleave)* - Broadleaf Trees
5. **Fun Time Activity - p29** *Science Around the World (Janice van Cleave)* - Determine how the placement of leaves on a branch affects its balance
6. **More fun with leaves - p30** *Science Around the World (Janice van Cleave)*

Lesson 59

1. **Read** about uses of the deciduous forest
2. **Narrate** about the uses of the deciduous forest
3. **Notebook entry**
 - a. Write what you learned about the uses of deciduous forests
 - b. Record the temperatures and rainfall of deciduous forests on a graph
 - c. Record the monthly precipitation of deciduous forests on a graph
4. **Read p31** *Science Around the World (Janice van Cleave)* - Deciduous forest animals
5. **Fun Time Activity - p32-33** *Science Around the World (Janice van Cleave)* - Demonstrate how monarchs glide in flight
6. **More fun with migration - p33** *Science Around the World (Janice van Cleave)*
7. **Notebook Entry**
 - a. Find & paste pictures of the plants and wildlife found in deciduous forests (remember to label your pictures)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Temperate Grasslands

Lesson 60

1. Discuss:

There are four basic terrestrial biomes (biomes found on land) – forest, grassland, desert, and tundra.

- a. Forests include
 - i. Tropical Rainforests
 - ii. Deciduous forests
 - iii. Coniferous forests
- b. Grasslands include
 - i. Temperate grasslands
 - ii. Tropical grasslands
- c. Deserts include
 - i. Hot deserts
 - ii. Cold deserts
- d. Tundra include
 - i. Lowland tundra
 - ii. Highland tundra

2. Read p48 *Science Around the World* (Janice van Cleave) – Introduction to Grasslands

3. Read p49-50 *Science Around the World* (Janice van Cleave) – Introduction to Temperate Grasslands

4. Read p51 *Science Around the World* (Janice van Cleave) – Grasses

5. Fun Time Activity – p51-53 *Science Around the World* (Janice van Cleave) – Determine how grass affects soil erosion

6. More fun with grasses – p53 *Science Around the World* (Janice van Cleave)

7. Narrate what you learned about the soil and vegetation of Grasslands

8. Notebook Entry

- a. Copy where in the world Temperate Grasslands are found onto the world map

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Temperate Grasslands

Lesson 61

1. **Read p54** *Science Around the World (Janice van Cleave)* - Prairie Grasses
2. **Fun Time Activity - p54-56** *Science Around the World (Janice van Cleave)* - Make a model of the height of grasses in the North American prairie.
3. **More fun with grasses - p56** *Science Around the World (Janice van Cleave)*

Lesson 62

1. **Read p58** *Science Around the World (Janice van Cleave)* - Prairie Animals
2. **Fun Time Activity - p58-59** *Science Around the World (Janice van Cleave)* - Determine how ear size can help an animal escape a predator
3. **More fun with hearing - p59** *Science Around the World (Janice van Cleave)*
4. **Notebook Entry**
 - b. Write about Temperate Grasslands
 - c. Write about animals and plants and how they're adapted to survive in Temperate Grasslands (complete the table)
 - d. Cut & Paste some vegetation and wildlife of Temperate Grasslands
5. **Video clips to watch: Biomes/Grasslands**
 - a. Temperate Grasslands - Part 1 (27:59)
 - b. Temperate Grasslands - Part 2 (28:40)
 - c. Serengeti - The Adventure (Full Documentary, HD) (44:32)
 - d. Prairie Dogs America's Meerkats - Social Life (8:52)
 - e. Saving the Lesser Prairie Chicken (8:29)
 - f. Fabulous Animals Champion of the Prairie - The Bison (25:59)
 - g. Wild Kingdom- Prairie Dog Language (2:50)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Tropical Grasslands

Lesson 63

1. Discuss:

There are four basic terrestrial biomes (biomes found on land) – forest, grassland, desert, and tundra.

- a. Forests include
 - i. Tropical Rainforests
 - ii. Deciduous forests
 - iii. Coniferous forests
- b. Grasslands include
 - i. Temperate grasslands
 - ii. Tropical grasslands
- c. Deserts include
 - i. Hot deserts
 - ii. Cold deserts
- d. Tundra include
 - i. Lowland tundra
 - ii. Highland tundra

2. Read p60-61 Science Around the World (Janice van Cleave) – Intro to Tropical Grasslands

3. Read *Biomes* - about the characteristics of the Savannah

4. Narrate what you just learned about the Savannah and its characteristics

5. Notebook entry

- a. Write what you learned about the characteristics of the Savannah
- b. Write about animals and plants and how they're adapted to survive in Tropical Grasslands (complete the table)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Tropical Grasslands

Lesson 64

1. **Read** *Biomes* - about the soil of the Savannah
2. **Read p62** *Science Around the World (Janice van Cleave)* - Savanna Plants and Animals
3. **Fun Time Activity - p62-63** *Science Around the World (Janice van Cleave)* - Determine why grass can survive being nibbled by savanna animals
4. **More fun with Savanna Animals - p63** *Science Around the World (Janice van Cleave)*
5. **Notebook Entry:**
 - a. Copy where in the world Tropical Grasslands are found onto the world map
6. **Video clips to watch:** Biomes/Grasslands/Savanna
 - a. The Harsh Reality of Life in the African Savannah (45:28)
 - b. Wild White Lions of South Africa (53:03)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Tropical Grasslands

Lesson 65

1. **Read p64-65** *Science Around the World (Janice van Cleave)* - Savanna Animal Survivors
2. **Fun Time Activity - p65** *Science Around the World (Janice van Cleave)* - Determine why patterns help camouflage animals
3. **More fun with Savanna Animals - p66**
4. **Notebook entry**
 - a. Write what you learned about the soil of the Savannah
 - b. Write about animals and plants and how they're adapted to survive in Tropical Grasslands (complete the table)
 - c. Record the temperatures and rainfall of Savannah grasslands on a graph
 - d. Record the monthly precipitation of Savannah grasslands on a graph
 - e. Find & paste pictures of the plants and wildlife found in the Savannah
5. **Video clips to watch:** Biomes/Grasslands/Savanna
 - a. Savanna Safari (Animal Atlas) (22:30)
 - b. Savage Seasons in the Savanna Elephants & Lions (54:46)
 - c. The Harsh Reality of Life in the African Savannah (45:28)
 - d. Leopard Wild Life Documentary (43:35)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Lowland Tundra

Lesson 66

Arctic & Antarctic Tundra

1. * **Read** Polar Bears and the Arctic (Read out loud or fun reading)
2. **Read p92** *Science Around the World (Janice van Cleave)* - Introduction to Tundra
 - a. **Also see** Kids World Atlas p160-163
 - b. **Read** What is a Tundra? (Biomes)
3. **Narrate** what you've learned about Tundra Biomes
4. **Notebook entry:**
 - a. Copy where the Lowland Tundra is onto the world map
 - b. Write about what a Tundra Biome is, and the three types of tundra
5. **Video clips to watch:**
 - a. Arctic Wildlife Tundra Connections Webcast with NWF (53:04)
 - b. Just for Kids Arctic Predators, Tundra Connections Webcast (47:19)
 - c. Children of the Tundra (RT Documentary) (28:18)

Lesson 67

1. **Read** *Biomes* - about the Arctic Tundra - Where is the Arctic Tundra?
2. **Read p93-94** *Science Around the World (Janice van Cleave)* - Introduction to the Arctic Tundra
3. **Narrate** what you just learned about where the Arctic Tundra is
4. **Notebook entry:**
 - a. Write about where the Arctic Tundra is
5. **Read** *Biomes* - What does the Arctic Tundra look like?
6. **Narrate** what you just learned about what the Arctic Tundra looks like.
7. **Notebook entry**
 - a. Write about what the Arctic Tundra looks like

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Lowland Tundra

Lesson 68

1. **Read** *Biomes* - Precipitation
2. **Narrate** what you just learned about the rainfall in the Arctic Tundra
3. **Notebook entry**
 - a. Write about the rainfall in the Arctic Tundra
4. **Read p95** *Science Around the World (Janice van Cleave)* - Permafrost
5. **Fun Time Activity - p95-97** *Science Around the World (Janice van Cleave)* - Determine how permafrost affects the germination of seeds
6. **More fun with Permafrost - p97** *Science Around the World (Janice van Cleave)*
7. **Notebook Entry:**
 - a. Record the temperatures and rainfall of deciduous forests on a graph
 - b. Record the monthly precipitation of deciduous forests on a graph

Lesson 69

1. **Read** *Biomes* - Vegetation & Wildlife
2. **Read p98** *Science Around the World (Janice van Cleave)* - Arctic Tundra Plants
3. **Fun Time Activity - p98-99** *Science Around the World (Janice van Cleave)* - Determine how the shape of flower petals helps seed production of some Arctic plants
4. **More fun with Tundra Plants - p99** *Science Around the World (Janice van Cleave)*
5. **Narrate** what you just learned about the vegetation of the Arctic Tundra
6. **Notebook Entry**
 - a. Find and paste some pictures of the vegetation and wildlife of the Arctic Tundra (remember to label the pictures)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Lowland Tundra

Lesson 70

1. **Read p100** *Science Around the World (Janice van Cleave)* - Arctic Tundra Animals
2. **Fun Time Activity** - p100-102 *Science Around the World (Janice van Cleave)* - Determine your BMI
3. **More fun with Animals** - p102 *Science Around the World (Janice van Cleave)*
4. **Read p103-104** *Science Around the World (Janice van Cleave)* - Polar Bears
5. **Fun Time Activity** - p104-105 *Science Around the World (Janice van Cleave)* - Demonstrate how the hair on a polar bear's feet helps prevent the bear from sliding on ice
6. **More fun with Polar Bears** - p105 *Science Around the World (Janice van Cleave)*
7. **Video clips to watch:** Biomes/Tundra
 - a. BBC the POLAR BEAR Full Length DOCUMENTARY (47:34)
 - b. Polar Bears vs Walruses [Survival in Arctic] Full Documentary (52:04)
 - c. Arctic Bears Documentary on the Great Bears of the North (46:52)

Lesson 71

1. **Read** *Biomes* - Human Activity & Change
2. **Narrate** what you just learned about human activity and change in the Arctic Tundra.
3. **Read** *Biomes* - about the Antarctic Tundra
4. **Notebook entry**
 - a. Record the temperatures and rainfall of the Antarctic Tundra on a graph
 - b. Record the monthly precipitation of Antarctic Tundra on a graph
 - c. Find and paste some pictures of the vegetation and wildlife of the Antarctic Tundra (remember to label the pictures)
 - d. Complete the table on the notebooking page to show how plants and animals are suited to live in the cold climate of the Tundra (write three animals and two plants).
5. **Video clips to watch:** Biomes/Tundra
 - a. UNDER THE ANTARCTIC ICE - DiscoveryScienceNature (51:28)
 - b. Habitat of the Killer Whales - Orca Hunting Attack (56:19)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Highland Tundra (Alpine Tundra)

Lesson 72

1. **Read p106-107** *Science Around the World (Janice van Cleave)* - Highland Tundras
2. **Read** *Biomes* - about the Alpine Tundra
3. **Narrate** what you just learned about the Alpine Tundra
4. **Read p108** *Science Around the World (Janice van Cleave)* - Snow
5. **Fun Time Activity - p108-109** *Science Around the World (Janice van Cleave)* - Measure the volume of melted snow
6. **More fun with Snow - p109** *Science Around the World (Janice van Cleave)*

Lesson 73

1. **Read p110** *Science Around the World (Janice van Cleave)* - Winds
2. **Fun Time Activity - p110-111** *Science Around the World (Janice van Cleave)* - Demonstrate the cooling effect of wind
3. **More fun with Wind - p111** *Science Around the World (Janice van Cleave)*
4. **Notebook Entry**
 - a. Record the temperatures and rainfall of Alpine Tundra on a graph
 - b. Record the monthly precipitation of Alpine Tundra on a graph
 - c. Find and paste some pictures of the vegetation and wildlife of the Alpine Tundra (remember to label the pictures)
5. **Video clips to watch: Biomes/Tundra**
 - a. Alpine Tundra Biome (12:31)

TOPIC 3 - CLIMATE AND VEGETATION AROUND THE WORLD

Climate around the World

Lesson 74, 75, 76 & 77

1. **Target Worksheet A**
 - a. Work through this worksheet in preparation of your formal assessment in three session's time.

2. **Target Worksheet B**
 - a. Work through this worksheet in preparation of your formal assessment in two session's time.

3. **TERM ASSESSMENT EXEMPLAR p72-73 LB**
 - a. Work through this worksheet in preparation of your formal assessment

4. **FORMAL ASSESSMENT p121-122 TG**

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

People and Provinces in South Africa

Lesson 78

1. **Read p75 LB**
2. **Activity:**
 - a. Locate the following cities on a world map: Cape Town, California, Johannesburg
3. **Read p56 TG par 1, 2, 3**
4. **Practical Activity:**
 - a. Activity 1 p57 TG
5. **Discuss:**
 - a. Why do you think are there an increasing number of people coming to stay in this town?
The water supply, availability of jobs, schools and hospitals, etc. are all things that fulfill the needs of people, and the availability of it draws people.
6. **Read p76 LB - Population distribution and population density**
7. **Narrate** what you just learned: what is population distribution and population density?
8. **Read p76 LB - Population distribution in SA**
9. **Narrate** what you just learned: what is population distribution with regards to a map?
10. **Notebook Entry**
 - a. Activity 2 p77 LB
 - i. Complete the Activity on your Notebooking Page

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

People and Provinces in South Africa

Lesson 79

1. Read p78 LB
2. Practical Activity
 - a. Activity 3 p78 LB
3. Read p79 LB - Total population figures for each province
4. Notebook Entry:
 - a. Complete the table:
 - i. Record the provinces in South Africa from largest to smallest
 - ii. Record the population of each province
 - b. Copy: the following sentence in the space provided under the table on your Notebooking page:
 - i. The size of an area has little to do with how many people live there
5. Read p80 LB - Average population density for each province
6. Notebook Entry:
 - a. Work out the population density for each province in South Africa
 - b. Activity 6 p81: Copy the paragraph
 - c. Draw your own bar graph to display the population density of South Africa's provinces
 - d. Create a sentence (acrostic) by using the first letters of the provinces to remember the most densely populated province to the least dense population
 - e. Find photos in magazines to show the following vocabulary words (label and write the definition under each picture):
 - i. Population
 - ii. Population density
 - iii. Population distribution

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

Why people live where they do

Lesson 80

1. Practical Activity:

- a. Locate Dullstroom in Mpumalanga, Ficksburg in the Free State, and Prince Albert in the Western Cape on a map

2. Discuss:

- a. Many people move away from the country to the cities because some rural areas are poor and it is difficult to make a living. But it is also true that many people live well and are very happy in rural areas. These are some rural areas where the population has increased because of the growth of small-town tourism.

3. Read p82 LB - Reasons for location and settlements & Concepts of rural and urban

4. Narrate

- a. What you just learned about the reasons for location and settlements
- b. What is meant by the terms rural and urban?

5. Notebook Entry

- a. Find & paste pictures of urban and rural areas in South Africa. See if you can find out where exactly these rural areas are, and label your pictures.

6. Practical Activity:

- a. Activity 8 p83 LB (#1)

7. Notebook Entry

- a. Activity 8 p83 #2

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

Why people live where they do

Lesson 81

1. Read p84-85 LB
2. Notebook entry
 - a. Draw a mindmap to show why people would live in a specific area (see #2 Activity 9 p86)
3. Discuss:
 - a. Activity 9 p86 #4
 - b. Find pictures of 3 great cities in the world: choose from Rome, London, New York, Sao Paulo, Beijing, Cairo and Johannesburg
 - c. Write 3 major reasons why people move to those cities - do some research, don't just write one word e.g. jobs (see examples p61 TG)
4. Notebook Entry
 - a. Find photos in magazines to show the following vocabulary words (label and write the definition under each picture:
 - i. Urban
 - ii. Rural
 - iii. Subsistence farmer/farming
 - iv. Trade route

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

Rural and Urban Areas

Lesson 82

1. **NEEDED:**
 - a. News articles on rural poverty, lack of services in rural areas
2. **Read p87 LB**
3. **Narrate** what you just learned about rural areas in South Africa
4. **Discuss**
 - a. Activity 10 p88 LB
 - b. Think about possible answers to your questions
5. **Read** what the people on the bus on p88 LB have to say about why they are moving from a rural area to an urban area
6. **Notebook Entry**
 - a. Draw different mindmaps to show the following:
 - i. The problems the people have in the rural areas
 - ii. Services the people would hope to find in urban areas
 - iii. Kinds of jobs people could look for in an urban area (also list what they would need to be able to do to get each job)
7. **Discuss**
 - a. Some of the difficulties that people from rural areas may have when they arrive in a town or city (see p63 TG for suggestions)
 - b. The impact a growing urban population has on the city (see p63-64 TG for suggestions)

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

People around the World

Lesson 83

1. **Read & Discuss p90-91 LB** - Population distribution around the world
2. **Read p91-92 LB** - The influence of climate, water and mineral resources on global settlement
3. **Narrate** what you just learned about influences on global settlements
4. **Notebook Entry:**
 - a. Activity 13 p92 (space provided)

Lesson 84

1. **Read & Discuss p93 LB** Activity 14

2. **Discuss:**

Before diamonds and gold were discovered, South Africa's only big exports were mohair (a fiber from the coat of goats), fruit and wine. After the discovery of diamonds (1867) and gold (1886), South Africa quickly developed into a modern industrial state.

One of the world's biggest companies, De Beers, was started in Kimberley at a time when people were moving there in their thousands because of the discover of diamonds. All around the world, people came to know about Kimberley and talked about this new place where fortunes could be made.

Kimberlite is the blue rock that contains diamonds but the town was named after the Secretary of State for the Colonies in the British Government, the Earl of Kimberley.

3. **Research Project**

- a. Research any gold rush that took place in a country outside of South Africa, e.g. Canada (Klondike in the Yukon); USA (Motherlode in California); Australia (Ballarat). The west African country of Ghana used to be known as the Gold Coast, you could research this.

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

The City of Rio de Janeiro

Lesson 85

Research Project: Brazil

1. Read about Brazil

Brazil is the largest country in South America. Nearly half the land of the continent is within its borders. It is an area of tropical rain forests, exotic animals and flora, and has the world's longest river - the Amazon.



**Pedro Álvares
Cabral**

NOTE: In tropical climates, clothing styles may be rather skimpy compared with your own personal preferences. Even the traditional costumes of the festivals often reveal much more than they cover. Please when studying these areas, remember there may be differences in culture and review the appropriateness for your child.

Native American peoples (*by the millions*) occupied this region of **South America** for eons.

Then in 1500, the **Portuguese** navigator Pedro Álvares Cabral's fleet, en route to **India**, landed along the northeastern coastline (*near Recife*), and he quickly claimed this land for **Portugal** - and the 300-year Portuguese era in Brazil began.

Over the next few decades more adventurers, explorers and treasure-seekers arrived; small settlements were established along the coastal areas, and when **Portugal** took control in 1580, it was now becoming a lucrative new land based on the growing profits of (*slave labor*) sugar plantations.

In the late 16th century, the **Portuguese** crown and colonies were inherited by **Spain**. After 60 years of contentious Spanish rule, and a small prosperous area of sugar businesses controlled by the Dutch, this now very valuable land was completely reverted to Portuguese sovereignty.

In the early 1800s, Napoleon's aggressive push across **Portugal** and **Spain**, caused (*forced*) **Portugal's** King to flee to Brazil. When he arrived, King Dom Joao VI established this huge slice of [South America](#) as the capital of his new (*somewhat mobile*) empire.

In 1821, he returned to **Portugal**, leaving his son Pedro I in charge, but when King Dom Joao attempted (*once again*) to treat Brazil as his own personal, taxable colony, his son said "No," declared immediate independence from **Portugal**, and was appointed the new emperor of Brazil.

Soon coffee replaced sugar as the country's most valuable export, and the strong aromatic scent of Brazil's official drink, and the seductive lure of new lands and fresh starts brought a surge of

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

The City of Rio de Janeiro

Lesson 85 (Continued)

immigrants from **Europe** - mostly Italian.

Beginning in the early 1890s, the prosperous coffee businesses (*seeking change*) funded a military coup that forced the emperor to flee. In short, the coffee powers were now in charge, and the country would soon experience a half-century of instability.



In 1985, the ruling regime in Brazil ceded its power to civilian rule, and the country finally overcame a series of unpopular coups, corrupt leaders, and the military's constant intervention in the governance of this massive country.

Today Brazil is justifiably famous for the **Amazon River**; Carnival in Rio; the beaches of Copacabana and Ipanema; its many champion soccer teams, and of course, for the amazing collection of organized diversity that makes it one of the most significant and important countries on the face of the planet.

Visit for more information: <http://kids.nationalgeographic.com/kids/places/find/brazil/>

History of the different peoples of Brazil.

First came the Indians or native peoples of Brazil.

The Portuguese were the first Europeans to come to Brazil

The Portuguese imported Africans, after the native population was weakened by disease, to increase the workforce.

Natives

Canela of Brazil (Native Americans) <http://www.nmnh.si.edu/naa/canela/canela1.htm>

The music of Brazil.

Samba music is an excellent example of how cultures of different people blend together. Brazilian samba is a mixture of Portuguese folklore and African rhythms. The primary instruments used to make samba are percussion:

Surdo (tambourine like instrument)

Reco-reco (a metal or wooden tube that is grated on one side)

Cabaguinho (like a ukulele)

Agogo (two steel cones that are heat with a rod)

For more information: <http://www.rootsworld.com/brazil/brazil-roots-body.html>

2. Video clips to watch: Brazil/Music

- a. BRAZIL MANHA DE CARNAVAL BY LUIZ BONFA (2:33)

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

The City of Rio de Janeiro

Lesson 86

Research Project: Brazil (Continued)

3. Read about Carnaval

- a. <http://www.globalgourmet.com/food/kgk/2000/0300/kgk030400.html>

4. Video clips to watch: Brazil/Carnaval

- a. Inside Rio Carnaval (2007) (56:09)

5. Read Geography Encyclopedia p182-183

- a. Go to <http://mamasmiles.com/world-culture-for-kid-brazil-world-culture-for-kids/> for fast facts

6. Read about Brazil in the following books (find the section yourself)

- a. Student Atlas of the world
- b. Kids World Atlas

7. Video clips to watch: Brazil

- a. Brazil (Documentary) I Have Seen the Earth Change (51:14)
- b. Secret Brazil - Episode 1 (44:59)
- c. Secret Brazil - Episode 2 (44:59)
- d. Brazil Protected Nature (58:44)

8. Notebook Entry

- a. Reproduce a map of Brazil: (Use the Student Atlas of the World)
 - i. Label the countries that surround Brazil
 - ii. Label the Atlantic and Pacific Oceans
 - iii. Trace the Amazon River and colour it blue
 - iv. Draw and label the capital of Brazil (Brasilia)
 - v. Draw and label the city Rio de Janeiro
 - vi. Draw an Amazon dolphin in the Amazon River
 - vii. Draw tropical rainforests in the northern half of Brazil (around the Amazon River)
 - viii. Draw a waterfall by Iguacu Falls
 - ix. Draw a boat in the Atlantic Ocean
 - x. Outline and colour Brazil dark green
 - xi. Find and label the country of Bolivia and color it yellow.
 - xii. Find and label the country of Argentina and color it red.
 - xiii. Find and label the country of Peru and color it light green.
 - xiv. Find and label the country of Columbia and color it orange.
 - xv. Find and label the country of Chile and color it purple.

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

The City of Rio de Janeiro

Lesson 86 (Continued)

- b. Record some interesting facts about Brazil around the map. Draw a picture and write a short explanation of each fact.
- Date of independence
 - Type of Government
 - Leader of the country
 - Capital City
 - Currency
 - Area (km²)
 - Official language
 - Climate & Temperature
 - National Population
- c. **Read** the information on the flag of Brazil (Flag_of_Brazil.pdf)
- Colour Brazil's flag
- d. **Paste some pictures** - On the second page, paste some pictures of Brazil, and title them. Include:
- The people of Brazil
 - The food of Brazil
 - The landscape of Brazil
 - The major exports of Brazil
- e. **The capital city of Brazil is called Brasilia.** Before Brasilia the capital was Rio de Janeiro. Compare the two cities. How are they different? How are they alike? (Brasilia vs Rio de Janeiro on Notebooking Page 3)
- f. **Draw a pie chart** for the main population groups for Brazil
- European (white) 51%
 - African (black) 7%
 - Mixed 42%

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

The City of Rio de Janeiro

Lesson 87

Research Project: Brazil (Continued)

- 1. Cocoa is another major export product of Brazil.**
 - a. Which state in Brazil produces the most cocoa? (Write your answer in the space provided on the Notebooking page - use full sentences)
 - b. Make a list of products that have cocoa in them
 - c. Draw/paste a picture of cocoa production
 - d. You can watch the VIDS again if you want to (from cocoa bean to chocolate bars, in the processing directory)
 - e. Activity: Make cocoa brownies

- 2. Rubber is also a major product of Brazil**
 - a. VID: Rubber Production in Brazil (8:55) - Find out how rubber is made
 - b. What is the name of the sap that comes from the rubber tree? (Answer in full sentences on your Notebooking page)
 - c. Make a list of things that contain rubber or latex
 - d. Write a report with illustrations on rubber production

Lesson 88

Research Project: Brazil (Continued)

- 1. Brazil is well known for the mining of precious gems - especially diamonds.**

Brazil is one of the only places in the world where black diamonds can be found. Brazil produces about ninety percent of the world's aquamarines, topazes, amethysts, tourmalines, and has recently begun producing emeralds.

- 2. Video clips to watch:**
 - a. Study the process of gem mining and processing - (See VIDS: Brazil/gems - ±30 min)

- 3. Notebook Entries**
 - a. Write: Brazil is well known for the mining of precious gems (in the space provided on your Notebooking page)

 - b. What color are the gems mentioned? Draw pictures of the gems mentioned, using appropriate colors, and label the gems

 - c. Design a piece of jewelry using one or more of the gems

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

The City of Rio de Janeiro

Lesson 89

Research Project: Brazil (Continued)

- 1. Brazil has the fourth-largest herd of beef cattle in the world.**
- 2. Video clips to watch: Brazil/Cowboys**
 - a. Mans Work-Brazilian Gaucho pt1-3 (22 min)
 - b. Pantaneiros The Cowboys of Brazil (4:08)
- 3. Notebook Entry:**
 - a. Write the answers to the questions in full sentences:
 - i. Brazilian cowboys are called what? (gauchos)
 - ii. What are the baggy pants traditionally worn by gauchos called? (bombaches)
 - b. Write some more about what you learned about Brazilian Cowboys
 - c. Draw/paste a picture
- 4. Craft Activity:**
 - a. **Draw a mural of the Amazon area.**
 - i. Include animals, plants, insects, etc. (e.g. Jaguar, Crocodillians, Lizards, Macaws, Toucans, Spider monkeys, Piranha). Draw a line to each animal and plant, and label each of them. Write down one interesting feature of each.
 - ii. **National Geographic site on the Amazon:**
<http://www.nationalgeographic.com/contact/index.html>
 - b. **Learn** some Portuguese phrases (Brazil2.pdf)

TOPIC 4 - POPULATION: WHY PEOPLE LIVE WHERE THEY DO

The City of Rio de Janeiro

Lesson 90

1. RIO - NEEDED:

- a. Information and photos relating to Brazil hosting football's World Cup in 2014
- b. Packet of any Brazilian product you can find in a shop: coffee, sugar, etc.

2. Discuss:

There are similarities between South Africa and Rio de Janeiro, i.e. both countries

- were used as ports/harbours
- were colonized by European powers
- have gold and diamonds
- export raw materials (South Africa's main exports are minerals and fruit and wine)
- had bad race relations for many years (Brazil had slavery and a strong class system based on race; South Africa first had slavery and then apartheid)
- now have strong tourism industries
- love soccer and will host World Cups in the 21st Century

3. Notebook Entry

- a. Find some pictures of Rio de Janeiro and paste it on the space provided on your Notebooking page.
- b. Find some facts about Rio (use #2 above as guide)
(<http://www.worldatlas.com/twitter/satrip/rio/riophotopage.htm>)
- c. Activity 5 p95

4. Video clips to watch: Brazil/Rio

- a. Cities -The Real Rio de Janeiro 2 of 2 (10:55)

Lesson 91, 92, 93 & 94

1. Target Worksheet A

- a. Work through this worksheet in preparation of your formal assessment in three session's time.

2. Target Worksheet B

- a. Work through this worksheet in preparation of your formal assessment in two session's time.

3. TERM ASSESSMENT EXEMPLAR P96-97 LB

- a. Work through this worksheet in preparation of your formal assessment

4. FORMAL ASSESSMENT P123-124 TG