Grade 5 Social Studies

Term 2 - 27 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

27 complete, ready-to-teach Grade 5 Social Studies lesson plans for Term 2, covering African traditional education, school administration, resources in Kenya: land, minerals, water, wildlife and forests, mining in Kenya: soda ash, diatomite, limestone, salt and petroleum, wildlife and tourism in Kenya: wildlife, historical sites and natural scenery and development of transport.

TOPICS IN THIS PACK

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2.4	School administration	4
3.1	Resources in Kenya: Land, Minerals, Water, Wildlife and Forests	4
3.2	Mining in Kenya: Soda Ash, Diatomite, Limestone, Salt and Petroleum	5
3.4	Wildlife and Tourism in Kenya: Wildlife, Historical Sites and Natural Scenery	5
3.5	Development of Transport	5

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Methods of instruction in traditional education

Strand 2.0 People and Social Organisations > Sub-strand 2.3 African Traditional Education | Lesson 1 of 4 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) identify methods used in African traditional education; b) give an example of each method

KEY INQUIRY QUESTION(S)

- How does African traditional education promote values in our community?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A few real proverbs or riddles from local communities | Manila paper | A grandparent or elder guest speaker, if available

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

storytelling | proverb | riddle | apprenticeship | age-set | initiation

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Has a grandparent or elder ever told you a story that taught you a lesson?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use a few real proverbs or riddles from local communities, manila paper, a grandparent or elder guest speaker, if available. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Did traditional education need books and classrooms?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Methods of traditional education

Before modern schools, African communities taught their children through storytelling, proverbs, riddles, songs and dances, apprenticeship (learning a skill by doing it alongside an adult), and initiation ceremonies that marked the passage into adulthood.

These methods did not need books or classrooms - they used everyday activities, oral tradition, and community participation.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name one method used in African traditional education.	**Any of: storytelling, proverbs, riddles, songs/dances, apprenticeship, initiation ceremonies**
2	What is apprenticeship?	**Learning a skill by doing it alongside an adult**
3	What did initiation ceremonies mark?	**The passage into adulthood**
4	Did traditional education need books and classrooms?	**No, it used oral tradition and everyday activities**

WATCH OUT FOR

Learners think traditional education was unstructured or unimportant. Emphasise it was a deliberate, effective system for its time.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can identify methods used in African traditional education confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can identify methods used in African traditional education accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly identify methods used in African traditional education, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet identify methods used in African traditional education without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Tell one real, simple traditional story or proverb as a class example before asking learners for their own.
Learners ready for more	Ask a parent or elder for one proverb or story they were taught as a child, and share it in the next lesson. (Answer: Any genuine example the learner collects)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "methods of instruction in traditional education" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

How traditional education promoted values

Strand 2.0 People and Social Organisations > Sub-strand 2.3 African Traditional Education | Lesson 2 of 4 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain how traditional education promoted values; b) name values that were commonly taught

KEY INQUIRY QUESTION(S)

- How does African traditional education promote values in our community?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
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KEY WORDS

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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What lesson or value do you think a story about a lazy hare and a hardworking tortoise might teach?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use a few real proverbs or riddles from local communities, manila paper, a grandparent or elder guest speaker, if available. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why might a proverb be an effective way to teach a value?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Values taught through traditional education

Traditional education promoted values such as respect for elders, honesty, hard work, courage, and unity, often through stories with clear morals, proverbs with wise sayings, and by example - children learned by watching and helping adults.

A story where a dishonest character is punished, or a proverb warning against laziness, taught children right from wrong without needing to write it down.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name one value commonly taught through traditional education.	**Any of: respect, honesty, hard work, courage, unity**
2	How did a story with a moral teach a value?	**By showing what happens when a character does something right or wrong**
3	How did children learn values by example?	**By watching and helping adults do things the right way**
4	Why might a proverb be an effective way to teach a value?	**It is short, memorable, and easy to repeat and remember**