Grade 8 Social Studies

Term 3 - 40 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

40 complete, ready-to-teach Grade 8 Social Studies lesson plans for Term 3, covering vegetation in Africa, historical sites and monuments in Africa, the Constitution of Kenya, human rights and citizenship.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.3	Vegetation in Africa	8
4.4	Historical Sites and Monuments in Africa	8
5.1	The Constitution of Kenya	6
5.2	Human Rights	8
5.3	Citizenship	10

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.

A TASTE OF LESSON 1

Factors influencing vegetation distribution

By the end of the lesson, the learner should be able to: a) define natural vegetation; b) explain factors influencing its distribution

> **Why plants grow where they do**
> Natural vegetation is the plant cover that grows on its own without being planted by people.

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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Factors influencing vegetation distribution

Strand 4.0 Natural and Historic Built Environments > Sub-strand 4.3 Vegetation in Africa | Lesson 1 of 8 | 40 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) define natural vegetation; b) explain factors influencing its distribution

KEY INQUIRY QUESTION(S)

- Why should we care for vegetation in our environment?

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.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Environmental education**	Examples link to caring for the school and home environment.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Vegetation map of Africa | Pictures of vegetation types | Learners' exercise books

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

vegetation | natural vegetation | rainforest | savanna | xerophytic | mangrove | conservation | afforestation | reafforestation

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: why should we care for vegetation in our environment? Why do forests grow in some places and grass in others?" 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	9	Take learners through "Why plants grow where they do" (key ideas on the next page), explaining as you go. Use vegetation map of Africa, pictures of vegetation types, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give one way people affect vegetation."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Why plants grow where they do

Natural vegetation is the plant cover that grows on its own without being planted by people.

Factors: climate (rainfall and temperature, the most important); altitude (vegetation changes with height); soil (fertile or poor, deep or shallow); drainage (swamps in waterlogged areas); human activities (clearing, farming, grazing, burning, planting); animals (grazing, seed spreading).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define natural vegetation.	**Plant cover that grows without being planted by people.**
2	Which factor is most important?	**Climate.**
3	How does altitude affect vegetation?	**Vegetation changes with height.**
4	Give one way people affect vegetation.	**Clearing land for farming.**

WATCH OUT FOR

Link closely to the climate lessons in 4.2.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use a factor web.
Learners ready for more	Why are there swamps along some river valleys? (Answer: Poor drainage keeps the soil waterlogged)
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 "factors influencing vegetation distribution" 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.

ELIMU254

Tropical rainforest

Strand 4.0 Natural and Historic Built Environments > Sub-strand 4.3 Vegetation in Africa | Lesson 2 of 8 | 40 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) describe the characteristics of tropical rainforest; b) locate it in Africa

KEY INQUIRY QUESTION(S)

- Why should we care for vegetation in our environment?

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.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

vegetation | natural vegetation | rainforest | savanna | xerophytic | mangrove | conservation | afforestation | reafforestation

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "What would it be like inside a dense forest?" 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	9	Take learners through "Dense, tall, evergreen" (key ideas on the next page), explaining as you go. Use vegetation map of Africa, pictures of vegetation types, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name two hardwoods."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Dense, tall, evergreen

Location: Congo Basin, coastal West Africa (in equatorial climate). In Kenya, Kakamega Forest is a remnant of this type.

Characteristics: tall evergreen trees (up to 50 m or more) forming layers (emergent, canopy, under-canopy, shrubs); buttress roots; climbing plants (lianas); many species close together; little undergrowth where light is low; hardwoods such as mahogany and ebony.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Where is tropical rainforest found in Africa?	**Congo Basin and coastal West Africa.**
2	Name a Kenyan forest of this type.	**Kakamega Forest.**
3	Give three characteristics.	**Tall evergreen trees, layers and buttress roots.**
4	Name two hardwoods.	**Mahogany and ebony.**

WATCH OUT FOR

Use pictures of forest layers.